

# UNIVERSITY CAPITAL FUNDING REQUESTS

INSTRUCTIONS V.2

2.18.20

2021-2023 Biennium



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## SUBMISSION DEADLINE: WEDNESDAY, APRIL 15, 2020

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Email all documents to:

hecc.capconstructreimb@hecc.oregon.gov, and bruce.johnson@hecc.oregon.gov

Should the submission be too large a file size for routine e-mail, please use our file transfer utility: <https://ccwd.hecc.oregon.gov/filetrans/default.aspx>

Call (503) 947-0004 for any questions or assistance.

## INTRODUCTION

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### PROCESS OVERVIEW

The goal of this process is to assist the Legislature to “determine strategic investments in the state’s public universities and student access programs necessary to achieve state postsecondary education goals, (ORS 350.075).”

Because funding is limited, a prioritization process must occur. Project submissions are collected in order to meet Department of Administrative Services (DAS) Capital Budget requirements and to provide the necessary data for consideration. The Commission’s recommendations are based upon a prioritization process that incorporates the criteria detailed below.

All capital project submissions will be evaluated by Higher Education Coordinating Commission (HECC) staff, and may include a campus site visit to review project plans and discuss details with institution representatives. HECC will compile information and evaluator feedback on the project proposals submitted from the seven governing boards, which will then be used to establish a statewide priority list.

The Commission will establish the priority ranking of governing board recommended projects that are consistent with the state’s goals. Projects that are recommended, but unfunded, can be resubmitted the following budget cycle if the project remains a priority for the institution. Previously recommended, but unfunded, projects are not guaranteed recommendation in the following cycle.

HECC strongly suggests institutions engage their academic and institutional research teams to assist in the development and completion of the submittal.

## HECC University Capital Principles

The prioritization of capital projects will focus on aligning economic incentives of the institutions with the state's strategic capital plan. The prioritization process is not a distribution model. All state-backed debt will support Education & General (E&G) space and program needs for the 21st century, extend the capacity of existing facilities to support student success, and align capital investments with workforce and economic development needs.

Projects that demonstrate the following will be prioritized:

- Capital renewal approach that repurposes existing space
- Operational cost savings along with safety and security
- Public-private and multi-party collaborations
- Leveraging of private resources and institutional funds

## Strategic Capital Development Plan (SCDP)

Over the last year, the HECC has worked to develop a 10-year strategic capital plan for all seven public universities, in partnership with the public universities and a panel of experts in strategic capital and higher education planning. This project provides a target public university capital portfolio through 2029 and will be used to guide the HECC in prioritization of capital projects and recommendations to the Governor and the Legislature on the critically important need for strategically driven capital investments for years to come. The 10-year strategic capital plan is a high-level summary of capital needs based on demographic, economic, industrial, and other environmental factors, dividing the targeted portfolio by region of the state. It divides the existing and potential future capital portfolio according to ideal usage and utilization, estimating the space needed for different academic disciplines and functions. By design, the Capital Prioritization Rubric ties to the SCDP and reflects the State's goals and interests. The link to the SCDP on the HECC website is: [https://www.oregon.gov/highered/institutions-programs/postsecondary-finance-capital/Documents/Univ-Finance/Oregon%20Higher%20Education%20Capital%20Development%20Plan%20-%20Final%20Report%20OCT%202019%20\(optimized\).pdf](https://www.oregon.gov/highered/institutions-programs/postsecondary-finance-capital/Documents/Univ-Finance/Oregon%20Higher%20Education%20Capital%20Development%20Plan%20-%20Final%20Report%20OCT%202019%20(optimized).pdf).

## STATUTORY AUTHORITY/RULES

The authority for this work is included in ORS 350.075(3), which states that:

The Higher Education Coordinating Commission shall:

- (a) Develop state goals for the state postsecondary education system, including community colleges and public universities listed in ORS 352.002 (public universities), and for student access programs.
- (b) Determine strategic investments in the state's community colleges, public universities and student access programs necessary to achieve state postsecondary education goals.

(c) Coordinate the postsecondary elements of data collection and structure, with the advice and recommendation of the state’s independent institutions, community colleges and public universities, as appropriate, in order to construct a state longitudinal data system.

(d) Adopt a strategic plan for achieving state postsecondary education goals, taking into consideration the contributions of this state’s independent institutions, philanthropic organizations and other organizations dedicated to helping Oregonians reach state goals. State post-secondary education goals as described in this section should include, but need not be limited to:

- a) Increasing the educational attainment of the population;
- b) Increasing this state’s global economic competitiveness and the quality of life of its residents;
- c) Ensuring affordable access for qualified Oregon students at each college or public university;
- d) Removing barriers to on-time completion; and
- e) Tracking progress toward meeting the state’s post-secondary education goals established in the strategic plan.

The related rules are included in Oregon Administrative Rule 715-013-0070 which identifies the capital improvement and renewal distribution formula.

## TIMELINE

**For the 2021-23 biennium, institutions must submit project proposals to HECC by April 15<sup>th</sup>, 2020.** HECC Staff Evaluations will be conducted using the criteria in this instructions guide. After evaluation, HECC staff will present the prioritized statewide list to the Commission for action at the June 2020 Commission meeting.

- February 17, 2020: Call for 2021-23 Capital Proposals
- April 15, 2020: Submission Deadline
- April 20-May 15, 2020: HECC staff evaluations
- June 11-12, 2020: Presentation to HECC Funding and Achievement (F&A) Committee
- August 13, 2020: Submission of the prioritized list to the Legislative Fiscal Office (LFO) and the Department of Administrative Services (DAS)

## PROJECT SUBMISSION

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### INSTITUTION CAPITAL PLAN INFORMATION

Institutions requesting cash or debt financing from the state for capital projects in the 2021-23 biennium, are expected to provide the information described below. **This information is required once, regardless of how many projects are being submitted.**

1. Identify whether the institution has a master facilities plan and, if so, the date on which it was adopted and/or last amended.
2. Provide a description of the institution's plan for managing facilities, reducing any deferred maintenance backlog and addressing future deferred maintenance needs.
3. Provide an estimate of the institution's deferred maintenance backlog for education and general service facilities. Briefly describe the methodology used to determine level of deferred maintenance as it relates to the project proposed and include a university-wide total of deferred maintenance. Include sourcing of the data such as facilities conditions index, third party review, or internal assessment.
4. Provide an estimate of the institution's seismic upgrade needs for educational and general service facilities.
5. Identify any bond-funded projects that were authorized in prior biennia that will require reauthorization by the 2021-23 legislature. Include the name of the project, when it was authorized, the amount that needs to be reauthorized, and a description of any changes to the project since it was originally authorized (include changes in project cost and funding).
6. The SCDP recommends embracing a broader definition of capital assets including those that are not bondable (SCDP, p. 19, 2019). If funding were available, would there be a consideration of demolition of any facilities? If so, please indicate which facilities and why.

## PROJECT SUMMARY

For each project, please provide the following information.

1. Project Data
  - 1.1. Short working title for the project
  - 1.2. Project location address or campus location
  - 1.3. Academic programs served
  - 1.4. Total project cost
  - 1.5. State funding request
  - 1.6. Committed external funds
    - 1.6.1. Gift amount

- 1.6.2. Plant funds amount
  - 1.6.3. Specify amount and source of other fund sources
- 1.7. Total gross square feet
- 1.8. Total net square feet
- 1.9. Identify the project start and completion dates
2. Complete the appropriate DAS required bond Forms 107BF11a and/or 107BF12 for each project (Appendix A).
3. Describe how this project will address the following:
  - 3.1. Resolve an unmet capacity need
  - 3.2. Raise facility quality
  - 3.3. Improve campus infrastructure
  - 3.4. Fulfill special need (e.g. shared performing arts facility.)
4. Complete HECC Capital Project Cost Summary (Appendix C).
5. Optional photo or graphic, or additional text if needed
6. Appendix Document List
7. Executive Summary of the Proposed Project
  - 7.1 Provide a brief description of the project
  - 7.2 Summarize how the project supports HECC Strategic or State Goals
  - 7.3 Identify why the project is a critical need for the institution.

## **BUSINESS PLAN**

The aim is to provide a high level view and accompanying estimates of the potential future savings that may be possible. Please include Appendix B in an Excel version of your brief business plan.

1. Operations Overview
  - 1.1. Provide an overview of the financial plan associated with the operations of the programs and facility described in the project. Costs may be defined by previously approved or existing expenses and revenue, and new expenses and revenue needed as a result of the proposed project.

- 1.2. Summarize the annual net additional costs for programs, staffing, operations, utilities and maintenance costs. Costs should be consistent with planned student enrollment increases, staffing increases, and additional net area created from the project.
  - 1.3. Describe financial efficiencies achieved with the project. How will they be realized (demolitions, shared spaces, funding sources, etc.)? If this is a new planned replacement building for planned demolition(s), quantify the financial benefits, or describe other opportunities created with the project. Does this project represent a new “replacement building” that is no more than 10% more square feet than a building proposed to be demolished?
2. Revenue Sources, Fundraising and Partnerships
    - 2.1. Will there be a fundraising campaign or other community/industry partners that will be specifically associated with this project, and what are the specific funding goals? If there are unique features of the campaign, please describe.
    - 2.2. What are the revenue sources expected to defray additional ongoing costs, such as estimated additional tuition, grants, or other sources? Anticipated funding and tuition income should be supported by the academic strategic plan for credential production and enrollment increases.
3. Review of Alternatives (Page 21 of the SCDP)
    - 3.1. Discuss a review of project alternatives and less capital intensive options that were considered to meet the identified space need.

## CAPITAL PROJECT EVALUATION

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All project types, whether major renovations, new construction, or building replacements, regardless of sector or CIR formula/non-formula status, will be reviewed on the basis of the submitted project proposal and the scoring criteria. This is only a brief summary of the evaluation process. The project points are awarded based on the rubric responses that follow.

Once HECC receives your project submittal, it will be evaluated using the following criteria:

1. Capital projects will be linked to state goals, including the following objectives:
  - Increasing degree production, particularly at the undergraduate level
  - Enhancing research and/or workforce development
  - Identifying and addressing education and workforce needs of local and regional economies
  - Projects are based on the focus or expected impact of the project on student success, with special emphasis on those underserved populations that are similarly

emphasized in the Student Success and Completion Model such as clear links to higher degree and certificate attainment tied to the following targeted populations:

- Low income
  - Underrepresented minority
  - Rural
  - Veteran
2. Capital projects should enhance the campus mission and distinction and should be envisioned in the institution’s current Master Plan.
  3. Institutions should develop project proposals that include academic planning and architectural programs, which may include early design ideas regarding the uses and layout of buildings impacted by each project.
  4. Institutional facility needs and condition, as analyzed by the HECC Space Planning Guidelines, are a factor in determining institutional priorities.
  5. External funding should be a factor in project priority, but should not inappropriately determine institutional or system priorities. The capital match component identifies a minimum percentage of project costs to be borne by the institution, ideally from private fundraising. Non-state funds raised above the minimum percentage may garner additional points in the scoring process.

## CAPITAL SCORING RUBRIC

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The points assigned to each evaluation criteria are detailed below.

| <b>Prioritization Criteria</b>                                    | <b>Points</b> |
|---|---------------|
| A. Strategic Capital Development Plan Alignment (52 points total) |               |
| Part 1: Space renewal, workforce or completion priorities         | 24            |
| Part 2: Addressing deferred maintenance issues                    | 12            |
| Part 3: Supports research and economic development                | 8             |
| Part 4: Collaboration with interested parties                     | 8             |
| B. Operational Savings and Sustainability                         | 8             |
| C. Life Safety, Security, Code Compliance and/or Loss of Use      | 10            |
| D. Institutional Priority   | 5             |
| E. Student Success for Underserved Populations                    | 10            |
| F. Leveraging Institutional Resources                             | 15            |
| <b>TOTAL</b>  | <b>100</b>    |

## **COMPONENT A: STRATEGIC CAPITAL DEVELOPMENT PLAN (SCDP) ALIGNMENT**

### **Component A, Part 1: Space renewal, workforce or completion priorities**

Proposals that increase the efficiency and effectiveness of educational and general space, address workforce needs pursuant to the SCDP, or support student success and degree completion numbers pursuant to the 40-40-20 Oregon Strategic Plan.

- Proposal increases the capacity and effectiveness of instructional space
  - Academic Space Surplus or Deficit (SCDP, page 9)
  - Academic Support Space Surplus or Deficit (SCDP, page 9)
  - Reference the institutional specific section of the report, (SCDP, pages 57 – 62 and “Space Analysis” sections of institutional data).
- Addresses workforce needs by providing clear pathways to aligning the educational supply with employment demand (SCDP, pages 39-48 or within the institutional specific data section)
  - Fills occupations that have postsecondary credential and university-based requirements, reference institutional section of the report for your specific institution.
  - Institution requires an internship with industry for the career track.
  - Reference the institutional specific section of the report, “Program Completion Rates”, and “Gaps at the bachelor and above degree level” chart.
- Proposal brings business and industry to campus by core sectors for research collaboration or economic development projects or to expand an educational capacity.

### **Component A, Part 2: Addressing deferred maintenance issues**

This component relates to either the reduction of deferred maintenance at an institution or the creation of a university-funded deferred maintenance set aside account to proactively address future deferred maintenance needs (SCDP, pages 10 – 13).

- Deferred Maintenance Reduction: proposal eliminates deferred maintenance, demolishes a non-usable asset or repurposes an existing under-utilized asset to a much higher academic use (cross check the building in the CIR Table 2019-2021). For DM projects, identify the expected source of funding as internal to institution or a general fund State budget request.
- Deferred Maintenance Account: proposal establishes a university-funded depreciation account for the new/upgraded facility.

### **Component A, Part 3: Supports the research and economic development capacity of the institution**

Proposals should identify that they are supporting degree programs that are important to employers, or that they support economic development as defined by creating or renovating space for workforce partnerships and collaborations. Projects could also demonstrate that they lead to the development of additional research capabilities or help the institution earn additional, external research grant funding (SCDP, pages 67-71).

Proposals could support innovation with industry partners or create innovation districts and/or co-labs. Proposals could optimize resources on campus in support of industry partnerships, support entrepreneurial degree programs or address community and workforce needs (SCDP, pages 39-48 or within the institutional specific data section).

### **Component A, Part 4: Collaboration between the public universities and interested parties**

Proposals should encourage collaborative efforts between the university and other interested parties or the creation of consortia (SCDP, page 9).

Public service entities could include but are not limited to public universities, community colleges, public school districts, regional consortiums.

## **COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY**

Projects are scored based on the cost savings generated by operational savings and/or sustainability savings. The project plan should demonstrate understanding of lifecycle costs. Savings are demonstrated by the inclusion of a *pro forma* detailing future operational costs of the facility compared to current operational costs. See Appendix B for an example of a project cost summary.

Points could be earned for any positive return of operational savings continuously applied after construction which could include net additional savings from staffing, operations, utilities and maintenance costs. Points could also be earned for the more efficient execution of existing programs through higher utilization of student stations or a lower cost per unit of student stations.

Sustainability could mean the sustainability of program operations demonstrated through more efficient execution as mentioned above. Or sustainability could mean Leadership in Energy and Environmental Design (LEED) certification in which a project demonstrates a more efficient use of energy resources. Points could be awarded for a project that includes a LEED or equivalent sustainability level certification.

## COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE

Proposals are scored based on the project's ability to address life safety, promote security, or remediate a potential loss of use issue. All are deemed mission critical. The institution should be prepared to explain how a project accomplishes these elements.

Documentation of a code violation could be included. A consultant's recommendation, and inclusion as a design element, of recommended safety upgrades to a facility could be included. Other evidence of a potential loss of use could be presented. See Appendix E for recent examples of safety elements as noted in the HECC Staff 2018 review.

Of the ten total points available, the inclusion and explanation of supporting evidence related to any one of these elements can garner a base score of eight points. Two additional points can then be added for verification by an independent, professionally certified expert.

It is possible the scoring for this component of the rubric will use a comparative approach across projects to assign points based on the relative number of elements addressed by each project submitted. Projects that address more elements might garner more points for this component relative to other projects.

1. **Life Safety.** For a project to be considered critical, the project must predominantly address facility deficiencies (code compliance) related to the health, safety, and welfare of the occupants and the public. The request will be considered as to the significance of the hazard or risk the facility conditions pose and the immediacy of the period requested to address those concerns.
2. **Security.** The proposal supports a safe and secure environment in all buildings and grounds owned, leased and/or operated by the universities. The proposal promotes safety through policies and programs. The proposal safeguards the university's property and physical assets.
3. **Loss of Use.** A project may be considered critical if it addresses imminent loss of use due to facility deficiencies. These can include mechanical, electrical, or structural systems as well as the accreditation requirements of a program. Critical loss of use projects would directly result in the inability of that program to function in the related area and/or maintain the funding necessary to sustain that program.

## **COMPONENT D: INSTITUTIONAL PRIORITY**

Each institution will identify the top three projects from only the tier one category as defined by the university presidents. The institution's first priority will receive 5 points, second priority will receive 3 points, and the third priority will receive one point. Subsequent project proposals will receive no points for this component.

## **COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS**

Proposals should clearly communicate the expected increases in success for underserved populations. The underlying data used in the calculations of the Student Success and Completion Model (SSCM) provide a baseline for degree attainment by underrepresented minorities, rural, and veteran populations. Institutions should review that data and then describe how this project will improve outcomes in any of the aforementioned categories. The baseline data is included in Appendix C for reference.

Points will be awarded for documenting the integration of the project with academic plans and by incorporating greater collaboration among institutions to serve underrepresented students. Proposals should document a clear, intended purpose of the project to meet the needs of underserved students. Proposals could also document additional support services for underserved students. Project submissions could also propose new targets for underserved student achievement resulting from the completion of the project.

It is possible the scoring for this component will use a comparative approach across projects to assign points based on the relative magnitude of the proposed increase in student success by each project submitted. Projects that include a greater projected increase in student success might garner more points for this component relative to other projects.

## **COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES**

External funding should be a factor in prioritizing projects, but should not inappropriately determine institutional or HECC priorities. The campus match component identifies a minimum percentage of project costs to be borne by the institution, ideally from external funding which could include grants, donations or other funds not derived from institutional or state resources. Technical and regional institutions have an adjusted matching schedule to acknowledge a smaller private funding base in the rural communities of the state. The match expectation is differentiated by type of project as well.

Ten points are based on the level of matching and five points are based on the availability of funds according to the schedules below:

| <b>OSU and UO Matching</b> |                         |                         |
|----------------------------|-------------------------|-------------------------|
| <b>% Match</b>             | <b>New Construction</b> | <b>Major Renovation</b> |
| 25% or over                | 10                      | 10                      |
| 24%                        | 8                       | 10                      |
| 15%                        | 6                       | 10                      |
| 10%                        | 5                       | 9                       |
| 5%                         | 4                       | 5                       |

**OR**

| <b>PSU Matching</b> |                         |                         |
|---------------------|-------------------------|-------------------------|
| <b>% Match</b>      | <b>New Construction</b> | <b>Major Renovation</b> |
| 15% or over         | 10                      | 10                      |
| 12%                 | 8                       | 10                      |
| 9%                  | 6                       | 10                      |
| 6%                  | 5                       | 9                       |
| 3%                  | 4                       | 5                       |

**OR**

| <b>Technical Regional Matching</b> |                         |                         |
|------------------------------------|-------------------------|-------------------------|
| <b>% Match</b>                     | <b>New Construction</b> | <b>Major Renovation</b> |
| 5% or more                         | 10                      | 10                      |
| 4%                                 | 8                       | 10                      |
| 3%                                 | 6                       | 10                      |
| 2%                                 | 4                       | 7                       |
| 1%                                 | 2                       | 5                       |

**AND**

| <b>Majority pledged or in hand (Verified in proposal)</b> |               |
|---|---------------|
| <b>% Match</b>  | <b>Points</b> |
| 100% add  | 5             |
| 75% add   | 4             |
| 50% add   | 3             |
| 25% add   | 2             |
| 0% >= 10% add   | 1             |
| 0%  | 0             |

## APPENDIX A: DAS REQUIRED FORMS

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In accordance with the Department of Administrative Services' Capital Instructions, send HECC the following files by April 15, 2020. Please do not alter these forms because we are using them in a rollup or summary function.

- HECC Public University Major Construction Project Narrative 107BF11a
- Six Year Capital Plan: DAS Capital 107BF12
- XI-F (1) Revenue Sufficiency: Solely for self-funded projects; the project will not be graded and will be separately submitted in a cluster of similar project requests.

## Higher Education Coordinating Commission - Public University / Community College Major Construction/Acquisition Project Narrative

**Note:** Complete a separate form for each project.

|   |  |   |      |
|---|--|---|------|
| <b>Public University or Community College:</b>      | Western Oregon University                      | Project Type - indicate percent of budget in each category; total should add to 100%: |      |
| Project Name:                                       | Physical Education Building Addition & Remodel | Planning/design   | 10%  |
| Estimated Start Date:                               | Summer 2020                                    | Land/real property acquisition  |      |
| Estimated Completion Date:                          | Spring 2021                                    | New construction  |      |
| Total Estimated Project Cost                        | \$ 15,000,000                                  | Addition  | 50%  |
| Cost per net usable square foot added or renovated: |  | Remodel   | 40%  |
|   |  | Total   | 100% |

<sup>1</sup>Include all costs regardless of proposed funding model, such as design and planning, hard and soft construction costs, land and real property acquisition, infrastructure development, furnishings and fixtures, contingencies, etc.

**Project Summary (describe the nature and purpose of the project):**

Constructed in 1971 the "New" Physical Education (NPE) building is located on the western edge of the academic core approximately five minutes (walking) from the Administration Building. It houses WOU's indoor varsity athletic courts and team/training/locker rooms, two multipurpose classrooms, as well as athletic department offices. Its gymnasium and multipurpose courts are scheduled each term to support the demand for Health and Physical Education division classes. As the largest venue on campus (the main gym can seat over 3,000 spectators), NPE is used for various campus and community activities including the Cesar E. Chavez Conference, the Multicultural Student Native American Pow-Wow, the Bike MS charity event, and various high school sport camps. Classes, activities, and sports events are heavily scheduled year-round in New PE making it difficult to schedule routine maintenance. During WOU's New Student Week the gymnasium is used daily for the week-long orientation process and an increasing number of culturally-themed events. Underrepresented students and their communities, also utilize the gym. As a result of heavy use and tight scheduling, NPE has numerous maintenance issues that can no longer be deferred, the need for additional space for team rooms, locker rooms, weight room, smart G & E classrooms, offices, and ADA issues that must be addressed. Since there is no elevator in NPE, the faculty offices and gymnasium, located on the second floor, are not accessible to people with disabilities.

**Facility Details (describe specific details such as number of stories, square feet, type and number of components such as classrooms and labs):**

NPE is a two-story, cast-in-place, concrete structure with a gross area of 62,468 sq. ft. Athletic courts and gymnasium space account for approximately 60% of useable space. The remaining area is made up of 20 offices, 2 classrooms, 2 restrooms, training and locker rooms, circulation, mechanical and ancillary space. It has an occupancy capacity of 4,321.

| <b>Funding Request</b>                        |   |  |  |
|---|---|--|--|
| <b>Type of Funding Requested</b>              | <b>Project Funding Amount Requested</b> | <b>Estimated Biennial Debt Service<sup>5</sup></b> | <b>Debt Service<sup>5</sup> Funding Source</b> |
| General Funds/Lottery Funds                   |   |  | N/A  |
| Article XI-F(1) Bond Proceeds <sup>2, 4</sup> |   |  | Other Funds                                    |
| Article XI-G Bond Proceeds <sup>3, 4</sup>    | \$ 3,000,000                            |  | General Fund                                   |
| Article XI-Q Bond Proceeds <sup>4</sup>       | \$ 9,000,000                            | \$ 2,095,528                                       | General Fund                                   |
| Lottery Revenue Bonds                         |   |  | Lottery Funds                                  |
| <b>Total</b>                                  | <b>\$ 12,000,000</b>                    | <b>\$ 2,095,528</b>                                |  |

For Article **XI-F(1)** bond requests, indicate the revenue sources for university loan repayments to be used by HECC to pay debt service:

For Article **XI-G** bond requests, indicate the source(s) and amounts of matching funds:

WOU will use E&G funds internal to the institution

For additional required project funding (i.e. beyond requested state funds and Article XI-G matching funds), indicate sources and amounts:

Notes:

## SIX-YEAR CAPITAL PLAN

Update the six-year capital plan with your new changes and save file with your validations and footnotes. HECC staff will provide DAS Capital with the rollup of the system-wide and summary tabs. An example from EOU illustrates how these forms are completed below:

| Biennia                 | Rank | EOU - Project Name                      | Xi-G | Xi-Q         | Lottery | State Paid Total | Xi-F         | Gifts/Other Fund |
|-------------------------|------|---|------|--------------|---------|------------------|--------------|------------------|
| 2019-21                 | 1    | Inlow Hall Seismic Renovation, Phase II | \$0  | \$9,500,000  | \$0     | \$9,500,000      | \$0          | \$0              |
| 2019-22                 | 2    | Inlow Hall Grand Staircase Replacement  |      | \$3,000,000  |         | \$3,000,000      |              |                  |
| 2019-21                 | 3    | New Residence Hall                      | \$0  | \$0          | \$0     | \$0              | \$14,000,000 | \$0              |
| 2019-21 Biennial Totals |      |   | \$0  | \$12,500,000 | \$0     | \$12,500,000     | \$14,000,000 | \$0              |
| 2021-23                 | 1    | Inlow Hall Grand Staircase Replacement  | \$0  | \$0          | \$0     | \$0              | \$0          | \$0              |
| 2021-23                 | 2    | Loso Hall Renovation Phase II           | \$0  | \$12,000,000 | \$0     | \$12,000,000     | \$0          | \$0              |
| 2021-23                 | 3    | Safety, Security, & Access Renovation   | \$0  | \$7,000,000  | \$0     | \$7,000,000      | \$0          | \$0              |
| 2021-23 Biennial Totals |      |   | \$0  | \$19,000,000 | \$0     | \$19,000,000     | \$0          | \$0              |
| 2023-25                 | 1    | New Academic Bldg.                      | \$0  | \$35,000,000 | \$0     | \$35,000,000     | \$0          | \$0              |
| 2023-25                 | 2    | Ackerman Hall Renovation                | \$0  | \$8,500,000  | \$0     | \$8,500,000      | \$0          | \$0              |
| 2023-25                 | 3    | TBD                                     | \$0  | \$0          | \$0     | \$0              | \$0          | \$0              |
| 2021-23 Biennial Totals |      |   | \$0  | \$43,500,000 | \$0     | \$43,500,000     | \$0          | \$0              |

## XI-F (1) REVENUE SUFFICIENCY

Include any board resolutions for the project with the revenue sufficiency analysis and include a *pro forma* in a standard format annotating business assumptions about the project like the following examples:

Example 1:

| Western Oregon University<br>February 2018 Legislative Session<br>Request for \$3.5M in Article XI-F Bonds for Natural Science Building Renovation<br>Financial Proforma for Revenue Sufficiency   |                     |                     |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|--|---------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Description  | Actual*<br>2015-16  | Actual*<br>2016-17  | Projected<br>2017-18 | Projected<br>2018-19 | Projected<br>2019-20 | Projected<br>2020-21 | Projected<br>2021-22 | Projected<br>2022-23 | Projected<br>2023-24 | Projected<br>2024-25 | Projected<br>2025-26 | Projected<br>2026-27 |
| Student Tuition and Fees (net of allow:  | \$30,065,000        | \$30,952,000        | \$31,880,560         | \$32,836,977         | \$33,822,086         | \$34,836,749         | \$35,881,851         | \$36,958,307         | \$38,067,056         | \$39,209,068         | \$40,385,340         | \$41,596,000         |
| Educational Department Sales and Servi   | \$911,000           | \$786,000           | \$809,580            | \$833,867            | \$858,883            | \$884,650            | \$911,189            | \$938,525            | \$966,681            | \$995,681            | \$1,025,552          | \$1,056,318          |
| Other Operating Revenues   | \$2,321,000         | \$3,317,000         | \$3,416,510          | \$3,519,005          | \$3,624,575          | \$3,733,313          | \$3,845,312          | \$3,960,671          | \$4,079,492          | \$4,201,876          | \$4,327,933          | \$4,457,771          |
| <b>Total Revenues</b>  | <b>\$33,297,000</b> | <b>\$35,055,000</b> | <b>\$36,106,650</b>  | <b>\$37,189,850</b>  | <b>\$38,305,545</b>  | <b>\$39,454,711</b>  | <b>\$40,638,353</b>  | <b>\$41,857,503</b>  | <b>\$43,113,228</b>  | <b>\$44,406,625</b>  | <b>\$45,738,824</b>  | <b>\$47,110,989</b>  |
| Debt Service for \$3.5M XI-F Bonds<br>(see attached Schedule from Mary Hatfield)<br>(Assumes 20 year amortization and 4% interest rate)  |                     |                     |                      |                      | \$260,000            | \$255,200            | \$255,400            | \$255,400            | \$260,200            | \$259,600            | \$258,800            | \$257,800            |
| * Source: WOU Audited Financial Statements   |                     |                     |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
| Note: at 6/30/17 WOU's Debt Burden Ratio was 3.87%. Adding this debt service would only increase this to ~4.0%.<br>The WOU Board of Trustees has established a ceiling on debt burden at 7.0%, thus we are well below that threshold at this time.<br>Renovating this building will also allow WOU to glean some level of efficiencies from updated mechanical and electrical systems, etc.<br>Renovating this building will also provide improved ADA access, improved life safety (removing asbestos, sprinkler systems, etc.), labs better suited to today's pedagogy and will redress some of the deferred maintenance backlog on this campus. |                     |                     |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|  | Growth Rates        |                     |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|  |                     |                     |                      |                      | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   |
|  |                     |                     |                      |                      | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   |
|  |                     |                     |                      |                      | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   | 3%                   |

The estimated debt service should use a projected market interest rate when the bonds are expected to be sold. DAS Capital Finance can provide an estimate using current budgeted interest rates that, with the help of its municipal advisor, can reasonably be expected to be in effect when the bonds are projected to be issued. The DAS projections are the debt service rates that will be used by HECC, DAS and the Legislative Fiscal Office as the project moves through the legislative approval process.



# APPENDIX B: HECC CAPITAL PROJECT COST SUMMARY



## CAPITAL PROJECT COST SUMMARY

Institution: \_\_\_\_\_

Project Title: \_\_\_\_\_

Priority Number: \_\_\_\_\_

### Capital Construction/Capital Renewal Project Cost Summary/Cost Savings

|                                  | First Year | Second Year | Third Year | Fourth Year | Fifth Year | Total Project Costs |
|----------------------------------|------------|-------------|------------|-------------|------------|---------------------|
| <b>Land/Building Acquisition</b> |            |             |            |             |            |                     |
| <b>Professional Services</b>     |            |             |            |             |            |                     |
| Architectural Services           |            |             |            |             |            |                     |
| Engineering Services             |            |             |            |             |            |                     |
| Planning Services                |            |             |            |             |            |                     |
| Other Expenses                   |            |             |            |             |            |                     |
| <b>Construction Services</b>     |            |             |            |             |            |                     |
| Site Improvements                |            |             |            |             |            |                     |
| Utility Improvements             |            |             |            |             |            |                     |
| Cost of Construction             |            |             |            |             |            |                     |
| Other Const. Services            |            |             |            |             |            |                     |
| <b>Equipment and Furnishings</b> |            |             |            |             |            |                     |
| Equipment                        |            |             |            |             |            |                     |
| Furnishings                      |            |             |            |             |            |                     |
| Communications + IT              |            |             |            |             |            |                     |
| <b>Operational Savings</b>       |            |             |            |             |            |                     |
| Staffing                         |            |             |            |             |            |                     |
| Utilities                        |            |             |            |             |            |                     |
| Other                            |            |             |            |             |            |                     |
| <b>Net Project Total:</b>        | 0          | 0           | 0          | 0           | 0          | 0                   |

\* Note that bonded projects have a three year project spend plan.

# APPENDIX C: BASELINE FOR UNDERSERVED STUDENTS

| <b>Capital Guide Baseline: Awards to Underrepresented Groups</b> |            |            |              |            |              |            |              |            |               |
|--|------------|------------|--------------|------------|--------------|------------|--------------|------------|---------------|
| Baseline Year: 2017-18   |            |            |              |            |              |            |              |            |               |
|  |            |            |              |            |              |            |              |            |               |
| <b>Awards to Underrepresented Ethnic Minorities (URM)</b>        |            |            |              |            |              |            |              |            |               |
| Award Category   | EOU        | OIT        | OSU          | OSU-CASC   | PSU          | SOU        | UO           | WOU        | Grand Total   |
| 1. Res Bachelors   | 47         | 58         | 488          | 35         | 759          | 104        | 430          | 155        | 2,076         |
| 2. Res Masters   | 15         |            | 39           | 5          | 194          | 12         | 73           | 16         | 354           |
| 3. Res Doctoral  |            |            | 1            |            | 7            |            | 2            |            | 10            |
| 4. Res First Professional  |            |            | 3            |            |              |            |              |            | 3             |
| 5. Res Graduate Certificates                                     | 13         |            | 20           | 1          | 118          | 16         | 17           | 12         | 197           |
| 6. Non-Res Doctoral  |            |            | 12           |            | 3            |            | 17           |            | 32            |
| Res Associates   |            | 2          |              |            |              |            |              |            | 2             |
| Res Undergraduate Certificates                                   |            | 1          |              |            |              |            | 2            |            | 3             |
| Non-Res, Non-Doctoral  | 47         | 42         | 300          | 3          | 187          | 113        | 364          | 37         | 1,093         |
| <b>Total</b>   | <b>122</b> | <b>103</b> | <b>863</b>   | <b>44</b>  | <b>1,268</b> | <b>245</b> | <b>905</b>   | <b>220</b> | <b>3,770</b>  |
|  |            |            |              |            |              |            |              |            |               |
| <b>Awards to Rural Oregonians</b>                                |            |            |              |            |              |            |              |            |               |
| Award Category   | EOU        | OIT        | OSU          | OSU-CASC   | PSU          | SOU        | UO           | WOU        | Grand Total   |
| 1. Res Bachelors   | 70         | 102        | 664          | 14         | 131          | 64         | 317          | 173        | 1,535         |
| 2. Res Masters   | 22         | 1          | 40           | 3          | 10           | 4          | 32           | 17         | 129           |
| 3. Res Doctoral  |            |            | 2            |            |              |            | 3            |            | 5             |
| 4. Res First Professional  |            |            | 15           |            |              |            |              |            | 15            |
| 5. Res Graduate Certificates                                     | 16         |            | 35           | 1          | 7            | 7          | 12           | 9          | 87            |
| 6. Non-Res Doctoral  |            |            | 1            |            |              |            |              |            | 1             |
| Res Associates   |            |            |              |            |              |            |              |            | -             |
| Res Undergraduate Certificates                                   |            | 1          |              |            |              |            | 3            |            | 4             |
| Non-Res, Non-Doctoral  | 2          | 1          | 6            | 1          | 3            | 1          | 2            | 2          | 18            |
| <b>Total</b>   | <b>110</b> | <b>105</b> | <b>763</b>   | <b>19</b>  | <b>151</b>   | <b>76</b>  | <b>369</b>   | <b>201</b> | <b>1,794</b>  |
|  |            |            |              |            |              |            |              |            |               |
| <b>Awards to Veterans</b>  |            |            |              |            |              |            |              |            |               |
| Award Category   | EOU        | OIT        | OSU          | OSU-CASC   | PSU          | SOU        | UO           | WOU        | Grand Total   |
| 1. Res Bachelors   | 6          | 13         | 11           |            | 21           | 15         | 32           | 11         | 109           |
| 2. Res Masters   | 1          |            |              |            | 3            |            | 9            |            | 13            |
| 3. Res Doctoral  |            |            |              |            |              |            |              |            | -             |
| 4. Res First Professional  |            |            |              |            |              |            | 2            |            | 2             |
| 5. Res Graduate Certificates                                     | 1          |            |              |            | 1            | 3          | 1            |            | 6             |
| 6. Non-Res Doctoral  |            |            |              |            |              |            |              |            | -             |
| Res Associates   |            |            |              |            |              |            |              |            | -             |
| Res Undergraduate Certificates                                   |            |            |              |            |              |            |              |            | -             |
| Non-Res, Non-Doctoral  | 1          |            | 9            |            | 33           | 5          | 11           | 1          | 60            |
| <b>Total</b>   | <b>9</b>   | <b>13</b>  | <b>20</b>    | <b>-</b>   | <b>58</b>    | <b>23</b>  | <b>55</b>    | <b>12</b>  | <b>190</b>    |
|  |            |            |              |            |              |            |              |            |               |
| <b>Awards to Pell Recipients</b>                                 |            |            |              |            |              |            |              |            |               |
| Award Category   | EOU        | OIT        | OSU          | OSU-CASC   | PSU          | SOU        | UO           | WOU        | Grand Total   |
| 1. Res Bachelors   | 240        | 271        | 1,625        | 161        | 2,306        | 372        | 1,175        | 498        | 6,648         |
| 2. Res Masters   |            |            |              |            |              |            |              |            | -             |
| 3. Res Doctoral  |            |            |              |            |              |            |              |            | -             |
| 4. Res First Professional  |            |            |              |            |              |            |              |            | -             |
| 5. Res Graduate Certificates                                     | 24         |            | 69           | 1          | 45           | 51         | 1            |            | 191           |
| 6. Non-Res Doctoral  |            |            |              |            |              |            |              |            | -             |
| Res Associates   |            | 9          |              |            |              |            |              |            | 9             |
| Res Undergraduate Certificates                                   |            | 2          |              |            |              |            | 7            |            | 9             |
| Non-Res, Non-Doctoral  | 124        | 63         | 372          | 1          | 252          | 148        | 241          | 59         | 1,260         |
| <b>Total</b>   | <b>388</b> | <b>345</b> | <b>2,066</b> | <b>163</b> | <b>2,603</b> | <b>571</b> | <b>1,424</b> | <b>557</b> | <b>8,117</b>  |
|  |            |            |              |            |              |            |              |            |               |
| <b>Awards to URM, Rural, Vet, or Pell Students</b>               |            |            |              |            |              |            |              |            |               |
| Award Category   | EOU        | OIT        | OSU          | OSU-CASC   | PSU          | SOU        | UO           | WOU        | Grand Total   |
| 1. Res Bachelors   | 273        | 343        | 2,124        | 175        | 2,572        | 415        | 1,463        | 583        | 7,948         |
| 2. Res Masters   | 35         | 1          | 74           | 8          | 204          | 15         | 108          | 32         | 477           |
| 3. Res Doctoral  |            |            | 2            |            | 7            |            | 5            |            | 14            |
| 4. Res First Professional  |            |            | 18           |            |              |            | 2            |            | 20            |
| 5. Res Graduate Certificates                                     | 41         |            | 102          | 3          | 151          | 64         | 28           | 20         | 409           |
| 6. Non-Res Doctoral  |            |            | 13           |            | 3            |            | 17           |            | 33            |
| Res Associates   |            | 10         |              |            |              |            |              |            | 10            |
| Res Undergraduate Certificates                                   |            | 4          |              |            |              |            | 8            |            | 12            |
| Non-Res, Non-Doctoral  | 148        | 88         | 591          | 5          | 377          | 208        | 523          | 79         | 2,019         |
| <b>Total</b>   | <b>497</b> | <b>446</b> | <b>2,924</b> | <b>191</b> | <b>3,314</b> | <b>702</b> | <b>2,154</b> | <b>714</b> | <b>10,942</b> |

## APPENDIX D: DEFINITIONS

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A project qualifies for HECC capital construction review and inclusion in the capital construction budget if it meets the criteria set out below:

1. Capital Asset means:
  - a. Life of more than one year;
  - b. A cost of at least \$5,000;
  - c. Real property;
  - d. Information technology;
  - e. Fixed equipment;
  - f. Movable equipment; or
  - g. Instructional or scientific equipment with a cost that exceeds \$50,000
2. Capital Asset does not include:
  - a. Instructional or scientific equipment purchased by a state institution of higher education if the institution uses moneys other than those appropriated.
3. Capital Construction includes:
  - a. Must be capital costs with a life of more than one year and a cost of at least \$5,000 (State's threshold); and
  - b. Acquisition of a capital asset or disposition of real property.
  - c. Construction, demolition, remodeling, or renovation of real property necessitated by changes in the program. Changes in the program may also incorporate the need to meet standards required by applicable codes; to improve energy conservation; to save costs for facility staffing, operations, or maintenance; or to improve appearance.
  - d. Demolition costs are only capitalizable as part of a new building or asset being added in its place.
  - e. Site improvements or development of real property (landscaping, upgraded utilities, signage etc.) that are capitalizable.
  - f. Installation of the fixed or moveable equipment necessary for the operation of new, remodeled, or renovated real property, if the fixed or movable equipment is initially housed in or on the real property upon completion of the new construction, renovation or remodeling. The equipment must be capitalized as part of the construction project.

- g. Installation of the fixed or movable equipment necessary for the conduct of programs in or on real property upon completion of the new construction, remodeling, or renovation. The equipment must be capitalized as part of the construction project.
  - h. Contracting for the services from architects, engineers and other consultants to prepare plans, program documents, life-cycle cost studies, energy analyses and other studies associated with any capital construction project and to supervise construction or execution of such capital construction.
  - i. Installation, development, or upgrade of information technology, including the purchase of services for the office of information technology on the condition that the use of such services is the most cost beneficial option or falls within the duties and responsibilities of the office of information technology or the office's chief information officer. Only the application development stage of IT systems are capitalizable, per GASB 51.
  - j. Preliminary planning including initial review of proposed projects for a) conformity with long-range development plans; b) technical and economic feasibility of the project; c) preparation of outline plans and specifications; or d) preparation of preliminary cost estimates. The State allows these costs if the asset location has been identified, as costs must be directly identifiable with a specific asset. A feasibility study to determine the best location would not be capitalizable.
  - k. A new construction or renovation, including the cost of initial design has the total cost normally of more than \$500,000.
  - l. Capital construction projects arise out of an institution's need to create, expand, relocate, or alter a program due to growth, advances in technology or changes in methods or program delivery. Requests addressing physical space requirements needed to accommodate particular functions, such as those traditionally included in facility programs, would constitute a "program-driven" request, and therefore, be considered a capital construction request.
  - m. Capital Renewal requests are classified and prioritized as capital budget requests. Capital Renewal requests have costs normally exceeding \$2.0 million in a fiscal year and include projects that that are more cost-effective or better addressed by corrective repairs.
4. Capital Renewal and Major Maintenance: Capital renewal and major maintenance or major repairs and replacements (R & R) are synonymous. They are funded the capital funds budget and not from normal maintenance resources received in the operating budget cycle. However, major maintenance, in some cases, is included as a routine part of current fund operations and maintenance and included as operating budget expenditure in the category of non-capitalized work. In other cases, an accounting decision can categorize a project as capital renewal and treat it as capitalized work. The need to fix rules, typically by a minimum

dollar threshold for capital renewal, avoids this confusion between O&M and capital renewal funding.

- a. A capital renewal program is a systematic management process to plan and budget for known cyclic repair and replacement requirements that extend the life and retain usable condition of facilities and systems and are not normally contained in the annual operating budget. Capital renewal is a planned investment program that ensures that facilities will function at levels commensurate with the academic priorities and missions of an institution. Included are major building and infrastructure systems and components that have a maintenance cycle in excess of one year.
  - b. Renewal and replacement is an accounting term used to distinguish a subgroup of plant fund assets from capitalized plant additions and improvements. However, institutional accounting practices vary; decisions are sometimes made to capitalize portions of major maintenance and renewal and replacement. Replacements in the form of new construction are routinely designated as capitalized and are grouped together with renewals as capital renewal and replacement programs. As a form of capitalized construction, replacements are interchangeable with new construction, whether they are actually replacing an existing facility or are an addition to the plant. Linking capital renewals with replacements is a more accurate way to describe a program for renewal of existing plant assets as distinguished from totally new additions to plant assets.
  - c. The scope, complexity, cost, and duration of a project can dictate whether major maintenance should be supervised by maintenance management or by a separate design and construction department. As an alternative to using in-house maintenance and design staff, a major maintenance project requiring plans, specifications, and competitive bidding can be designed by consultants and constructed by contractors. Capital renewal and replacement usually requires external assistance in design and construction administration to avoid dedicating facilities management staff to lengthy, time-consuming projects. Regardless of the choice made, major maintenance and capital renewal and replacement require supervision by facilities management staff to coordinate campus conditions (e.g., access during construction, interim relocations, utilities) and ensure project delivery in conformance with specifications, budgets, and schedules. (Source: Harvey Kaiser, APPA, Book of Knowledge, 2018).
5. Deferred maintenance: Deferred maintenance was defined as major maintenance or capital projects that had gone unfunded in previous budget cycles. Deferred maintenance became a universally adopted part of the vocabulary of higher education.
- a. During this period, efforts to document condition deficiencies more systematically and to prepare data on which to plan corrective measures came in the form of the Facility Audit. The methodology was documented in the Facilities Audit Workbook in 1982.2 jointly sponsored by APPA and the National Association of College and University Business Officers (NACUBO), a simple format, building on work by the Tennessee Board of Higher Education and military agencies, described a process that

produced comparative ratings of campus facilities conditions. In 1993, APPA's The Facilities Audit provided a cost-deficiency technique to measure the extent of maintenance backlogs. It is common now for many statewide public systems and individual institutions to annually report findings of condition inspections, although, on many campuses, assessment of deteriorating conditions was still largely episodic, sometimes related to campus master planning.

- b. From the very beginning, when the facilities audit began to catch on as increasingly common practice, uncertainty prevailed about whether to include the prospective costs of subsystems life expiration, because prospective costs of renewal did not fit within the definition of “unfunded in previous budget cycles.” If these costs anticipated in the future were included in reports of what was called deferred maintenance, then those deferred maintenance backlogs ballooned to disproportionate amounts, because they included both past accumulated deficiencies and projected future needs.
  - c. The result was that many institutions and public systems experienced instant rejection of unreasonably large funding requests, sometimes presented as an “urgent one-time need.” The shock wave in those reactions then led to resubmission of capital funding requests significantly understating real needs, but formulated to gain acceptance for at least partial funding. (Harvey Kaiser, APPA, Book of Knowledge, 2018).
6. Education and General (E&G) Expenses: For decades, NACUBO's Financial Accounting and Reporting Manual (FARM) has served as the definitive guide for assigning expenses to a primary function. Those categories have not only shaped the organization of our general ledgers and audited financial statements, but they also form the basis of institutional reporting to the U.S. Department of Education's National Center for Education Statistics (NCES).
- a. Instruction, academic support, student services, scholarships and fellowships, research, public service and institutional support are the primary E&G areas of interest for HECC University capital bonded XI-G and XI-Q projects. (Source: NACUBO FARM 703)

| HECC E&G   | Non E&G                    |
|--|----------------------------|
| Instruction  |                            |
| Academic Support                                       |                            |
| Student Services                                       |                            |
| Scholarships and Fellowships                           |                            |
| Research   |                            |
| Public Service   |                            |
| Institutional Support                                  |                            |
|  | Auxiliary Enterprise       |
|  | Hospitals                  |
|  | Independent Operations     |
|  | Operations and Maintenance |
|  | Depreciation               |
|  | Interest Expense           |
| b. Adapted from FARM 703 NACUBO and required for IPEDS |                            |

7. Completion: University completion rates show the percentage of first-time, full-time freshmen in the fall 2012 cohort who earn a bachelor's degree within 6 years at any of the public universities. Community college completion rates show the percentage of students who earned an associate degree or career certificate or who transferred to any 4-year university nationwide, among students who were new to the institution in fall 2013, were not enrolled in dual credit/accelerated learning, and earned at least 18 quarter credits over 2 years or earned an award requiring fewer than 18 credits. This cohort reflects the degree-seeking cohort of the Voluntary Framework of Accountability (VFA) but with 4-year outcomes.
8. Race/Ethnicity: The completion rate among those with more than one racial/ethnic group is 51 percent and among those not reporting a racial/ethnic group is 44 percent.
9. Strategic Capital Development Plan (SCDP): The 10-year strategic capital development plan or SCDP is a high-level summary of capital need based on demographic, economic, industry, and other environmental factors, dividing the targeted portfolio by region of the state. It divides the existing and potential future capital portfolio according to ideal usage and utilization, estimating space need for different academic disciplines and functions.

## APPENDIX E: EXAMPLES OF SAFETY ELEMENTS

| Safety Elements in Universe of Proposals 2019-2021 Capital Proposals                 |
|--|
| ADA - numerous accessibility barriers  |
| Asbestos hazard, lead, PCB and other hazardous material and chemical                 |
| Chemistry labs not ADA accessible/usable   |
| Electrical Systems failures  |
| Elevator not meeting code  |
| External chemical water filtration not up to code                                    |
| Eye-wash stations not meeting OSHA standards   |
| Fire safety - Fire suppression sprinkler system inadequate or not functional to code |
| Fire safety - HVAC system lacks fire dampers and smoke detectors                     |
| Fire safety - lack of area of refuge for individuals with disabilities               |
| Fire safety - Lack of visible strobes for hearing impaired                           |
| Fire safety - fire exit wayfinding is difficult                                      |
| Gas taps unused and still pressurized in selected classrooms                         |
| Inadequate HVAC systems  |
| Inadequate bathroom ventilation  |
| Inadequate electrical systems or capacity to meet code                               |
| Inadequate plumbing to meet code or plumbing systems failures                        |
| Industrial site remediation  |
| Internal/secondary doors between foyers and hallways not ADA accessible              |
| Laboratory ventilation failures - Air extraction not meeting code                    |
| Lack of ADA access to lower level  |
| Lack of back-up power sources for communications and power-actuated doors            |
| Lack of emergency lighting in basement or stairwells                                 |
| Lack of storage for hazardous chemicals  |
| Mechanical systems inadequate to meet code   |
| Need for other structural improvements   |
| Parapet heights and fall protection systems on the roof not OSHA compliant           |
| Raised flooring wear creating tripping hazard  |
| Ramp safety hazard   |
| Seismic deficiency   |
| Shock hazard in chemistry lab outlets below work surfaces when exposed to spills     |
| Tripping hazards   |
| Water intrusion in ceilings causing mold   |
| Other Campus Safety  |

# APPENDIX F: NOTEWORTHY CAPITAL PROJECT PROPOSAL EXAMPLES BY RUBRIC COMPONENT

## Component A: Strategic Capital Development Plan Alignment

Oregon State University – Cordley Hall Renovation, Phase II



### A. Strategic Capital Development Plan Alignment

#### Part 1: Space renewal, workforce or completion priorities

Biology is at the core of the teaching mission for the two departments in Cordley Hall. The impact of IB and BPP on undergraduate students is significant. The Biology Program has over 1,200 students, and is the fourth largest major at OSU. Upon completion, Biology students score in the 82-93 percentile on the ETS Biology Major Field Test. Faculty members in Cordley Hall teach foundational courses in biology, including Principles of Biology and Anatomy & Physiology, which are required courses for over 30% of OSU undergraduates; in total, foundational courses at OSU are taken by at least 60% of undergraduates. The introductory biology and botany courses for non-majors serve over 70 majors in eight colleges. Because of the focus on experiential learning, 609 undergrads have had research experiences within labs in Cordley Hall in the last four years, and 404 have served as undergraduate learning assistants in classrooms. The faculty are creating a new undergraduate major to build on a current and emergent career opportunities in “Biological Data Sciences” which integrates quantitative biological approaches and the practice of collaboration across disciplines.

**Component B: Portland State University - Operational Savings and Sustainability:**

**Operational costs of the facility compared to current operational costs.**

The following energy savings estimates come from the Technical Analysis Study, which was completed in August 2018 in partnership with the Energy Trust of Oregon. With all recommended energy efficiency measures identified in this study, it is estimated that the SB1 Project will result in a reduction in electricity consumption of 22% and gas consumption of 62%.

| EEM Description             | Estimated annual kWh savings | Estimated total thermal savings | Total annual energy cost savings |
|-----------------------------|------------------------------|---------------------------------|----------------------------------|
| Lighting Upgrades           | 122,922                      | -2,337                          | \$7,746                          |
| VAV Fume Hoods              | 174,845                      | 20,704                          | \$31,225                         |
| HVAC Heat Recovery          | -19,051                      | 11,719                          | \$8,350                          |
| Improved Controls           | 2,583                        | 475                             | \$604                            |
| Upgrade Windows             | -115                         | 2,590                           | \$2,169                          |
| Upgrade Chiller             | 36984                        | 0                               | \$2,922                          |
| <b>Total Energy Savings</b> | <b>318,168</b>               | <b>33,151</b>                   | <b>\$53,016</b>                  |

**Lighting Upgrades:** LED lighting will be installed which will reduce LPD values in all areas. We have assumed that lighting power density (LPD) values in all areas will be reduced by 25% to 30%. Note that this upgrade is discussed here only to show the effect of such LPD reductions on the total building energy usage and to include the interactive effects of these reductions in the other measures. Reduced lighting power will reduce the heat gain to the building from the lighting and thus increase the space heating demand.

**VAV Fume Hoods:** Although the fume hood exhaust fans are currently equipped with variable frequency drives (VFDs), approximately half of the fume hoods throughout the building are constant volume types. Replacing these fume hoods with variable air volume (VAV) fume hoods will reduce the average exhaust airflow pulled from the building. This will allow the exhaust fans to operate at reduced speeds and will reduce the amount of outside makeup air that will need to be heated or cooled.

**HVAC Heat Recovery:** A significant quantity of air is exhausted from the building at all hours, requiring outside makeup air to be conditioned and introduced. Installing heat recovery systems to exchange heat between the exhaust and makeup air will reduce the heating and cooling energy required to temper the makeup air.

## Component C: Oregon Institute of Technology - Life Safety, Security, or Loss of Use

Oregon Tech's Risk, Environmental Health and Safety, Facilities Management and Information Technology Services departments have identified specific risks, hazards and repair needs for Boivin Hall. Issues are categorized in terms of life safety and code compliance, security, and loss of use below.

### Life Safety and Code Compliance:

Asbestos removal/abatement is needed including tile mastic, lagging gables and eaves, chemistry lab counter tops and fume hoods. Several floor panels are broken, exposing asbestos mastic. There may be significant unidentified asbestos throughout the building based on its age and design.

Bathroom plumbing is not reliable and needs upgrading to prevent clogs, persistent backups and to fix constant leaks creating health and usability hazards. This has caused building closures/truncated use in the recent past. Bathroom ventilation is inadequate or non-existent. Chemistry lab are designed in such a way that causes congestion near instructor benches and can create an egress hazard in the event of an emergency.

Chemistry labs have live electrical outlets below the work surfaces, when exposed to liquid spills creates a shock hazard. Similar issues exist in chemical and glassware prep areas.



## Component E: Western Oregon University - Student Success for Underserved Populations



*Early conceptual renderings from SRG Architects*

### **Underrepresented Minority Students**

The Student Success Center is the cornerstone to WOU's efforts to maximize retention rates and graduation rates. Currently the key academic support services such as tutoring, advising, support programs, and the Registrar's office are located across multiple university buildings. The decentralized locations of these critical services reflect the challenge noted in the SCDP report about WOU lacking adequate Academic Support space. If anything, the study undercounts the needed space since WOU has a higher percentage of first-generation, low-income and minority students and these students require more wrap-around support services for their success.

WOU's long-term success in retaining and graduating Latinx students has been recognized nationally by the Education Trust in 2010 while the WOU's success with Pell Grant students was recognized in 2015. The Student Success Center will expand the circle of success to other diverse groups including rural students and Veterans. The Student Success Center's design and cluster of services will maximize staff availability while minimizing student waiting time and delays. The movement of several services from the Werner University Center to the Student Success Center will also allow the university to expand the amount of space for clubs, student groups and other co-curricular activities that support student engagement and success.

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The Student Enrichment Program (SEP) is one of the campus services that actively supports Under-represented minority students. SEP also has an overlap with the Bilingual Teacher Scholars Program and will likely have an overlap with the future Bilingual Health Services Program. These services will support the creation of a supportive space for all students. Moving programs from the Werner Center will also allow WOU to expand the space used by the Office of Multicultural Students.

**Low-income Students**

Placing the Student Enrichment Program in the Student Success Center will also ensure that low-income students have an office and student space to further support their ongoing success at WOU.

**Rural Students**

The combination of programs that will be housed in the Student Success Center will benefit all university students, including those from rural communities. At WOU, 21% of undergraduates are from rural Oregon communities.

**Veteran Students**

The Center will house both the Army ROTC program and the Veterans Resource Center. The Resource Center was selected as the national Student Veterans of American Chapter of the Year in 2017. Placing both groups in the same building will create a synergy and visible and supported presence for veterans and their families.

It is expected that this project will award degrees to Student Success Completion Model (SSCM) Priority student groups by at least 15% through a combination of improved retention and increased.

Undergraduate Degrees Awarded (Student Success Center data)

| <b>Baseline SSC's Project Impact</b> |     |     |
|--------------------------------------|-----|-----|
| Underrepresented Minorities          | 155 | 178 |
| Rural Oregonians                     | 173 | 199 |
| Veterans                             | 11  | 13  |
| Pell Recipients                      | 498 | 573 |

\* 1022 students earned baccalaureate degrees from July 1, 2017 to June 20, 2018.

| <b>Baseline SSC's Projected Impact</b> |       |       |
|--|-------|-------|
| Underrepresented Minorities            | 15.2% | 17.5% |
| Rural Oregonians                       | 16.9% | 19.4% |
| Veterans                               | 1.2%  | 1.38% |
| Pell Recipients                        | 48.7% | 56.0% |

