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**Docket Item:**

Approve permanent rule amendments to OAR 715-013-025 and 715-013-040 relating to the Student Success and Completion Model (SSCM) pursuant to ORS 350.075(3)(f).

- New Rule                       Temporary  
 Amend Existing Rule         Permanent  
 Repeal Rule

Prompted by:

- State law changes  
 Federal law changes  
 Other – Rule review required five years after adoption.

These changes go into effect on adoption.

**Summary:**

This docket item provides information on the recommended rule revisions proposed for the two Oregon Administrative Rules that operationalize the SSCM. A public hearing was held to consider the changes. Stakeholders expressed concern related to the treatment of dual credit coursework. Redline versions of the proposed changes, that include all the staff recommendations and address the concern about dual credit, are included.

**Docket Material:**

With the Commission’s endorsement of the staff recommendations presented at the November meeting (“November staff recommendations”), and continued endorsement of the implementation details as presented at the December meeting, HECC staff progressed to the rulemaking process.

There are two Oregon Administrative Rules (OARs) related to the administration of the SSCM: 715-013-0025 and 715-013-0040. Rule 0025 provides an overview and the general layout of the calculations while rule 0040 provides additional detail, tables, and underlying data points. The November staff recommendations were included as revisions to both rules.

A notice of proposed rulemaking was filed on December 21, 2020 with the Oregon Secretary of State. A public hearing was held on January 19, 2021, allowing for stakeholder feedback. Eleven individual stakeholders and seven HECC staff participated in the hearing. Two individuals provided public comment with another asking clarifying questions. Written comment was received from the Willamette Promise Advisory Board, the Northwest Regional Education Service District, and the Technical and Regional Universities (TRUs). The written comments received are posted among the materials for this meeting.

The majority of stakeholders spoke to the issue of dual credit. They expressed concern that the November staff recommendations would reduce the funding for dual credit to the point where existing dual credit programming offered by the TRUs could be negatively impacted. There are options to address this concern.

The November staff recommendations sought to simplify the mission differentiation component of the formula by removing individual line items of funding for public services. These line items would be replaced by an objective, formula driven approach. Funding for dual credit is currently one of those line items and is funded at approximately \$55 per credit hour.

With the dissolution of the line items, dual credit funding would be moved to the activities-based component of the formula. Dual credit hours would therefore be funded at the same rate as any other course offered by a public university which on average is approximately \$42 per credit hour.

Stakeholders expressed concerned this reduced rate of funding would be insufficient to continue some of the current dual credit programming offered in high schools around the state. The table below provides a summary by institution of the financial impact. OSU and UO do not currently report dual credit hours so the table excludes them. Under the November staff recommendations, an annual total of \$2.3 million would be allocated for dual credit, while the current formula provides \$3.5 million in funding.

#### Financial Impact of Staff Recommendations on Dual Credit Funding by Institution

	EOU	OIT	PSU	SOU	WOU	TOTAL
Current Formula	\$192,745	\$1,005,981	\$858,031	\$718,651	\$712,542	\$3,487,950
Recommendation	145,965	725,145	549,503	452,020	471,023	2,343,655
<b>TOTAL</b>	<b>(46,780)</b>	<b>(280,837)</b>	<b>(308,528)</b>	<b>(266,631)</b>	<b>(241,520)</b>	<b>(1,144,295)</b>

In an effort to retain the current level of funding, and in response to the comments and concerns raised, staff's updated proposed rule moves dual credit courses to the activities-based component and multiplies all dual credit course hours by a dedicated cost weight instead of the cost weights applicable to the respective course discipline. We propose a cost weight of 1.76, which would be sufficient to fund dual credit coursework at the current level of funding of approximately \$55 per credit hour.

Staff received other comments related to the bilingual education definition and restoring the true-up process for determining the first quarter payments in a given fiscal year and adjusted the proposed final rule to reflect these comments.

#### Staff Recommendation:

Staff recommends approving the permanent rules as drafted.

HIGHER EDUCATION COORDINATING COMMISSION

DIVISION 13

UNIVERSITY PROGRAMS AND FINANCE

715-013-0025

Public University Support Fund Distribution

(1) Purpose: The Purpose of this rule is to operationalize and distribute the Public University Support Fund (PUSF) via the Student Success and Completion Model (SSCM) described therein. This rule is a companion to 715-013-0040

(2±) Definitions:

(a) "Annual Update" means the annual refresh of data upon which this model is based. It shall be completed by the end of October of any given year.

~~(a) "Baccalaureate Degree", or Bachelor's Degree, is a degree that generally represents four years of college study, it's equivalent in depth and quality of learning experience, or as promulgated by the Northwest Commission on Colleges and Universities.~~

(b) "Bilingual Education Certificate", means completion of a Teacher Standards and Practices Commission (TSPC)-approved Dual Language Specialization, OR, the completion of a TSPC-approved English as a Second Language (ESOL) endorsement program, AND, the demonstration of proficiency in a second language by passing a language competency test recognized by TSPC including either the National Evaluation Series (NES) or American Council on the Teaching of Foreign Languages (ACTFL). ~~means~~ Such certificates are treated as a graduate certificate for the purposes of this rule, as well as OAR 715-013-0040. ~~defined by the Teacher Standards and Practices Commission (TSPC) in OAR 584-225-0050 as a "Dual Language Specialization" indicates that an educator has obtained additional and specialized preparation to teach pre-kindergarten through grade 12 students in dual language learning environments as defined by the TSPC. It is treated as a graduate certificate for the purposes of this rule, as well as OAR 715-013-0040.~~

(c) "Classification of Instructional Programs" or "CIP" code is a numerical identifier assigned by the National Center for Education Statistics to an academic discipline to support tracking and reporting data at the field-of-study level.

(d) "Cost Weighting" is a means by which the value of any Student Credit Hour (-SCH) or outcomes based allocation is adjusted to account for the relative cost to an institution of providing a degree or course. Cost weighting is the same at all institutions and is determined by CIP and by the type of course, course or student level, degree level or degree taught or awarded.

(e) "Data Validation" is the process by which the HECC's Office of Research and Data examines institution-submitted data to determine their accuracy and validity within accepted standards.

~~(f) "Doctoral Course" is a course completed by Ph.D. level students.~~

~~(g) “Doctoral Degree” or “Ph.D.” is a degree that generally indicates the recipient has done, and is prepared to do, original research in a major discipline. Doctoral degrees usually require three years or more of graduate-level coursework requiring an original research thesis or project, or as promulgated by the Northwest Commission on Colleges and Universities.~~

~~(fh) “Dual Credit” course is that which awards secondary and postsecondary credit as recognized by the HECC and determined by both the granting secondary institution and granting public university.~~

~~(i) “Graduate certificate” is an official recognition of less than one year of post-baccalaureate study, or its equivalent in depth and quality, or as promulgated by the Northwest Commission on Colleges and Universities.~~

(gj) “Higher Education Coordinating Commission” or “HECC” is the body established by ORS 350.050.

(hk) “Inflation” is defined as the previous full year CPI that includes the Portland metro area as published and defined by the US Bureau of Labor Statistics and selected by the HECC.

(il) “Low Income Student” is defined as resident undergraduate students who have received the Pell Grant at any point during their time enrolled within a public university in Oregon.

~~(m) “Lower division undergraduate course” is a course completed by freshman, sophomore, or nonadmitted undergraduate level students.~~

~~(n) “Master’s course” is a course completed by master’s degree, other graduate, or nonadmitted graduate level students.~~

~~(o) “Master’s degree” is a degree that generally represents a first graduate degree, including about one year of post-baccalaureate study, or its equivalent in depth and quality. Professional masters degrees generally require up to two years or equivalent of coursework beyond the baccalaureate level, or as promulgated by the Northwest Commission on Colleges and Universities.~~

(jp) “Pell Grant” is a grant awarded by the United States Department of Education to eligible students at American institutions of higher education largely on the basis of financial need.

~~(q) “Professional course” is a course completed by professional degree students.~~

~~(r) “Professional degree” is a degree that emphasizes application of knowledge in the field, including three or more years of carefully prescribed graduate level coursework, or as promulgated by the Northwest Commission on Colleges and Universities.~~

(ks) “Public university” or “University” is any institution as defined in ORS 352.002.

(lt) “Public University Support Fund” or “PUSF” is the general fund appropriation to the HECC intended for distribution by HECC to public universities as defined in ORS 352.002.

(mu) “Resident” student is a student classified as such by a public university’s Residency Classification Officer, reviewed by the Inter-institutional Residency Committee, or students granted resident tuition under ORS 352.287 and all doctoral students for SSCM purposes.

~~(nv)~~ “Rural Students” are first time-freshmen resident undergraduate students who are graduates of high schools designated by the National Education Statistics Locale Codes as follows: “Rural; Distant”, “Rural; Fringe”, “Rural; Remote”, “Town; Distant”, “Town; Fringe” or “Town: Remote”.

~~(ow)~~ “SCARF” is the Student Centralized Administrative Reporting File and is comprised of student and course information for each Oregon public university. The SCARF system is maintained by the HECC’s Office of Research and Data. All degree, course levels, student types, including transfers, veterans and other relevant types, and student credit hours are defined as they are within the SCARF.

~~(px)~~ “Stop Gain” is designed to prevent an institution from receiving an increase in allocation in excess of a pre-determined threshold. If Stop-Gain is triggered, the excess allocation from the triggering institution is distributed proportionally to all non-triggering institutions. Only the amount necessary to bring all institutions within the Stop-Gain threshold is re-distributed.

~~(qy)~~ “Stop Loss” can be either a negative or positive percentage and is designed to prevent an institution from receiving a decrease in allocation beyond a pre-determined threshold. If Stop-Loss is triggered, all institutions that receive an allocation that exceeds the stop-loss threshold contribute a proportional amount of allocation to those institutions whose allocation fell below the Stop-Loss threshold. Only the amount necessary to bring all institutions at or above the Stop-Loss threshold is re-distributed.

~~(z)~~ “Student Credit Hour” or “SCH” is a unit of course completion defined by the public university, in accordance with definitions promulgated by Northwest Commission on Colleges and Universities.

~~(raa)~~ “Student Success and Completion Model” or “SSCM” is a calculation-driven mechanism for determining the proportion of PUSF allocated to each public university.

~~(sbb)~~ “Targeted Student Populations” consist of undergraduate resident students that are part of any of the following populations: (1) Underrepresented Minority Populations; (2) Low Income Students; (3) Rural students and (4) Veterans. Students may be in as many of these four groups as applicable in their case.

~~(cc)~~ “Transfer student” is defined by the SCARF data dictionary as a resident student who has an Associates degree or as defined by the university and accepted by HECC policy or administrative rules. Transfer students shall also include any student admitted with college credits and completion of an accepted English as a foreign language test, where appropriate, as well as some special or probationary admissions. Transfer students do not include any student who graduated from high school less than 5 2/3 months before the start of the Fall Term in which they first enroll or less than three months before the start of the Winter, Spring or Summer Term in which they first enroll regardless of how many college credits they have earned.

~~(tdd)~~ “True-up” is the process by which allocations created using estimated data are reconciled with finalized allocations created using actual data.

~~(uee)~~ “Underrepresented Minority population” consists of resident undergraduate students identified in as American Indian/Alaskan Native, Hispanic, Pacific Islander, Black, African American or two or more races if one of those two or more races is one of those listed in this definition.

~~(ff)~~ “Upper division undergraduate course” is a course completed by junior, senior, or post baccalaureate undergraduate level students.

~~(88v)~~ “Veterans” are those resident undergraduate demarcated in the SCARF system as a veteran of the U.S. Armed Forces as determined by the University in accordance with HECC policy, practice and any relevant laws or administrative rules.

~~(32)~~ The SSCM incorporates a public university’s degree and SCH completion information for the three most recently completed fiscal years, or projections thereof, in determining allocation amounts.

(a) An institution may submit new or updated data for any past years but it will not ~~effect~~affect allocations unless it is submitted and validated prior to the ~~true-up process~~annual update being completed for a particular fiscal year. Such additional submissions shall take place within the normal data update framework established by the HECC.

(b) HECC staff shall validate the accuracy of all data before incorporating it into the model or into any ensuing calculations. Validation of data shall take place via an approach developed at the discretion of HECC staff. This includes initial data submissions as well as supplemental data submissions that do not impact allocations to any institution in a particular fiscal year.

(c) Once ~~True-up procedure~~the annual update for a particular fiscal year has ~~ve~~ been completed, that year’s allocations shall be considered as final. Any errors in data or calculation will not be corrected or otherwise incorporated into the allocation calculations of future fiscal years.

~~(43)~~ The HECC shall have the discretion to round any SSCM line-item or calculation, whether final or intermediate, to a whole dollar, either up or down, in order to match distributions with available funds.

~~(54)~~ Allocation projections will be completed before the fourth quarter of the prior fiscal year for the subsequent fiscal year that begins July 1st of the same calendar year. Projections may be updated by the true-up process as described elsewhere in this rule.

~~(65)~~ The Student Success and Completion Model consists of three components, Mission ~~Differentiation~~Support Funding Allocation, Activity-Based Allocation and Outcomes-Based Allocation.

(a) Mission Support Funding supports a public university’s activities relating to their varying missions and is paid prior to any other funding.

(A) Mission Support funding levels are set annually as the lesser of the following:

(a)1) The prior year’s Mission Support Allocation adjusted for inflation.

(a)2) 16.6% of the total PUSF for a given fiscal year.

(B) Mission Support Funding shall consist of the following four components

(a)1) Base Funding – Which shall consist of a set payment for each institution as well as an economy of scale allocation. These are as described in section 2(a) of OAR 715-013-0040.

(a)2) Regional Access – Provides an allocation that contributes to the financial stability of public universities and ensures geographic access to public higher education for Oregonians. Regional support values are listed in Section 2(b) OAR 715-013-0040.

(eiii3) General Research Support- Provides an allocation to support research activities conducted by the public universities. Research support calculations shall be made on the basis of section 2(c) of OAR 715-013-0040.

(div4) Public Service Support – Provides an allocation to support public university programming consistent with the mission of public higher education as articulated in ORS 350.001. This Section may support efforts consistent with, but not limited to public services, cross-sector or cross-institutional programs, undergirding of university operations support, specific academic programs or other efforts by public universities. Public Service Support Calculations shall be made on the basis of section 2(d) of OAR 715-013-0040. Differentiation Funding supports a public university's activities consistent with, but not limited to, any of four categories: As noted by section (E) below, three items within the first three categories do not adjust by the same means as all others:

(A) Regional Support – Provides an allocation that contributes to the financial stability of public universities and ensures geographic access to public higher education for Oregonians. Regional support values are listed in Table 2 of Section 3 OAR 715-013-0040.

(B) Mission Support – Provides an allocation to support public university programming consistent with the mission of public higher education as articulated in ORS 351.001. This Section may support efforts consistent with, but not limited to public services, cross-sector or cross-institutional programs, undergirding of university operations support, specific academic programs or other efforts by public universities. Mission support values are listed in Table 2 of Section 3 of OAR 715-013-0040.

(C) Research Support – Provides an allocation to support research activities conducted by the public universities. Research support values are listed in Table 2 of Section 3 of OAR 715-013-0040.

(D) Dual Credit-Dual credit provides an allocation to support those students who are enrolled in dual credit programs. The value of Dual Credits is listed in Table 3 of Section 4 of OAR 715-013-0040. The amount of funding allocated for each dual credit adjusts every year by the lesser of the change in the PUSF or the change in inflation.

(E) The following Mission Differentiation items will be distributed to institutions on the basis of three year average student credit hour data relevant to these items but the maximum amount of funds distributed by each shall be capped as prescribed in Table 2 of Section 3 of OAR 715-013-0040.

(i) Regional University Support within the Regional Support Category. Oregon State University's Cascades campus is funded at 60% of the rate used for EOU, OIT, SOU and WOU.

(ii) Engineering Technology Undergraduate within the Mission Support Category

(iii) Engineering Technology Graduate within the Mission Support Category

(b) Activity-Based Allocation is determined by the total, cost weighted, completed, resident SCH at a public university consistent with the following methodology. Activity-based allocations shall be 40% of all funding after mission support funds are paid in a given year.

(A) The most recent 3-year average of resident SCH produced by each public university will be used to determine the Activity-Based Allocation. This shall include SCH data from the summer, fall, winter and spring quarters for the three prior academic years.

(B) Relative cost weights, by academic program and level will be utilized to differentiate allocations by completed SCH. Relative values will be determined by the HECC for programs by CIP-identified discipline and by level, including lower division undergraduate, upper division undergraduate, Master's, and Doctoral levels. Relative cost weights are listed in Table 14 of Section 35 OAR 715-013-0040.

(C) The combined value of completed SCH at a public university, relative to total completed SCH at all public universities, as adjusted by cost weighting will determine the proportional share of Activity-Based Allocation allocated to each institution.

(c) Outcomes-Based Allocation is determined by the total cost weighted degrees produced, student type and priority area consistent with the following methodology. Outcomes-Based Allocations shall be 60% of all funding after mission support funds are paid in a given year.

(A) The most recent 3-year average of degrees conferred by public universities to resident students will be used to determine the Outcomes-Based Allocation. Degrees are categorized by level, including Baccalaureate, Masters, Doctoral, Professional, and Graduate Certificates. The HECC will determine the relative weighting of degree levels as listed in Table 25 of Section 46 in OAR 715-013-0040. For the purposes of this formula, each student shall be limited to one degree per academic year. Should a student earn more than one degree in a particular academic year, the degree with the highest calculated value shall be included and all other degrees excluded.

(B) The HECC will set the relative value of priority degrees which are of particular interest to the state of Oregon. This includes an emphasis on those that lead to employment in underserved high-demand and high-reward fields or those that fill a unique need. The HECC will solicit input from applicable state agencies, public universities and stakeholders to evaluate the expected labor force needs and identify what priority degree types, if any, exist. This will be reexamined by the HECC no less than once every five years. Degree areas of particular priority to the state and their relative value are established in Table 47 of Section 68 of OAR 715-013-0040.

(C) The HECC will adjust the relative value of degrees due to the cost of delivering these degrees. These cost weighting factors of degrees are listed in Table 36 of Section 57 of OAR 715-013-0040. Cost weights for masters, graduate, and doctoral degrees may be reduced in order to maintain the same proportion of outcomes funding for undergraduate education.

(D) The HECC may discount the value of bachelors degrees awarded to transfer students as listed in Table 9 of Section 10 outlined in Section 8 of OAR 715-013-0040.

(E) The allocation calculation counts a degree awarded with multiple majors to one student as a single degree in the discipline with the greatest relative value as listed in Table 46 of Section 67 of OAR 715-013-0040.

(F) Degrees awarded to resident students receiving bachelors degrees who represented one or more targeted student populations characteristics identified as having lower completion rates, lower participation rates or other unique needs or qualifications may be prioritized by the HECC. The HECC will



solicit input from applicable state agencies, public universities and stakeholders to identify what priority student populations, if any, exist. These weights are listed in Table ~~58~~ of Section ~~79~~ OAR 715-013-0040.

(G) The combined relative values of degree level, academic discipline, and targeted population group representation determines the Outcomes-Based Allocation allocated to each public university.

~~(76)~~ The cumulative results of the ~~Base Allocation~~ ~~Mission Support Allocation~~, Activity-Based ~~a~~Allocation and Outcomes-Based ~~a~~Allocation shall be a university's allocation for the SSCM in a given year and may be adjusted by the HECC via a stop loss or stop gain mechanism as defined in section 9 of OAR 715-013-0040. ~~may be adjusted by the HECC during a four-year phase-in period beginning in the 2015-2016 fiscal year and concluding in the 2019-2020 fiscal year as listed in Table 1 of Section 2 of OAR 715-013-0040, or until discontinued by the HECC, in order to reduce the rate of change in the absolute value of PUSF allocations to a public university and maintain relative stability and predictability throughout the transition period. At least two operations may be performed in determining any such adjustment: Stop loss and stop gain. These calculations compare the allocation calculation to the prior year allocation on a university-by-university basis to determine the level of change, as a percentage. For the 2015-16 fiscal year, the 2014-15 allocation shall be the baseline for any stop loss or stop gain operations. Subsequently, prior year allocation will serve as the basis for the stop loss and stop gain. The HECC will establish thresholds of change that trigger a stop loss redistribution of allocation, a stop gain redistribution of allocation, or both. The values for Stop Loss and Stop Gain are listed in Table 10 of Section 11 of OAR 715-013-0040.~~

~~(87)~~ When projections are used to determine a public university's allocation, a True-Up procedure shall be used to prorate future payments to match final allocations. The True-Up procedure may alter the funding allocation of a public university from that which was originally allocated by the HECC. A True-Up procedure, if used, will be executed in the second quarter, or as soon as practicable in every fiscal year.

~~(98)~~ PUSF Distributions are made quarterly with timing and amounts determined by agreement between the HECC and the Oregon Department of Administrative Services.

~~(109)~~ Pursuant to ORS 350.075(8) and OAR 715-013-0005, the HECC delegates administrative authority to the Executive Director, or their designee, to operationalize the Student Success and Completion Model and the procedures outlined in this and any other relevant Laws and Administrative Rules.

~~(1011)~~ Weighting factors and data definitions within the SSCM will be examined by HECC staff and stakeholders as appropriate. In no case shall this reexamination occur less than every other year through 2020. Reexamination shall occur in the even year of every third biennium thereafter. ~~Following 2020, reexamination shall occur in the even year of every third biennium.~~

~~(1211)~~ Legislative mandates or other special packages or appropriations shall not be included in SSCM calculations if the appropriation is made with specific direction on allocation or administration.

**Statutory/Other Authority:** ORS 350.075(6) & ORS 350.075(3)(f)

**Statutes/Other Implemented:** ORS 350.075(3)(f)

HIGHER EDUCATION COORDINATING COMMISSION

DIVISION 13

UNIVERSITY PROGRAMS AND FINANCE

715-013-0040

Public University Support Fund Distribution Factors

(1) Purpose-The purpose of this rule is to list the relative weights and values of factors to be used in the Students Success and Completion Model calculation as defined in OAR 715-013-0025. All terms are defined as they are in Section 1 of OAR 715-013-0025.

(2) The following section contains calculations and information necessary to make mission support payments.

- a. Base Payment-Each university shall receive a base payment of \$2.9 million annually. In addition, any university with less than 4,000 resident FTE, based on a three-year rolling average, shall receive an economy of scale allocation of \$1,400 for every resident FTE, based on that same three year rolling average. This economy of scale allocation for each university will be adjusted according to its to such university's size by multiplying their its FTE by the size factor relevant to their institution as listed below:
- A. 0-750 FTE 1.3513;
  - B. 751-1,250 FTE 1.2784;
  - C. 1,251-1,750 FTE 1.2062;
  - D. 1,751-2,250 FTE 1.1347;
  - E. 2,251-2,750 FTE 1.0641;
  - F. 2,751-3,250 FTE 1.0108;
  - G. 3,251-3,750 FTE 1.0081;
  - H. 3,751-4,000 FTE 1.0054
- b. Regional Access-Each university, as well as Oregon State University's Cascades Campus, with less than 4,000 resident FTE, based on a three year rolling average, shall receive \$1,000 for each such FTE, based on that same average. In addition, each university shall receive an additional \$1,200 for each FTE below 4,000 up to a maximum of \$2.2 million per university.
- c. General Research Support-Each university shall receive funds for general research support. This shall be based on each university' three-year average of federal research expenditures as reported by the National Center for Education Statistics (NCES). Each university shall receive a proportional share of the available funds based on their relative averages as outlined above. Funding level for this section is set at \$5 million per year.
- d. Public Service Support-Each university shall receive \$330 per resident FTE, based on a three year rolling average, up to a cap of \$4.7 million per university.

(2) Mission Differentiation Allocation shall be allocated to institutions before Outcomes-Based and Activity-Based Allocations. Funds remaining within the PUSF, excepting those funds otherwise demarcated, after Mission Differential Funding is allocated shall then be allocation between Outcomes-Based Allocation and Activity-Based Allocation according to the proportion outlined below:

Table 1		Activity-Based and Outcomes-Based Funding Proportions				
Fiscal Year	2016	2017	2018	2019	2020	
Outcomes-Based Allocation Proportion	20%	40%	60%	60%	60%	
Activity-Based Allocation Proportion	80%	60%	40%	40%	40%	

The proportional funding split between Outcomes-Based Allocation and Activity-Based Allocation after Fiscal Year 2020 shall continue at same proportion as in Fiscal Year 2020.

(3) The Mission Differentiation Funding allocation for Fiscal Year 15 is as follows. This Mission Differential Funding allocation shall serve as the basis for subsequent Mission Differentiation Allocations of the PUSF. Following Fiscal Year 2015, the Mission Differential Funding Allocation will change by the lesser of Inflation or the overall change in the PUSF except where indicated below:

Table 2		Mission Differentiation Funding					
REGIONAL SUPPORT							
	EOU	OIT	OSU <sup>1</sup>	PSU	SOU	UO	WOU
Regional University Support Adjustment <sup>2</sup>	-\$2,835,488	\$ 2,696,084	\$ 2,490,212	————	-\$ 1,907,486		-\$1,522,848
Retrenchment	-\$194,777	-\$194,874	-\$129,904	————	-\$194,867		-\$194,832
Retention & Graduation	————\$340,860	-\$341,028	\$227,331	————	————\$341,019		————\$340,955
Underpinning	-\$340,860	————\$341,028	-\$227,331	————	————\$341,019		————\$340,955
11-13 Regional Support	-\$790,141	————\$790,141			————\$790,142		————\$790,141
Regional Access	-\$848,153	————\$365,155			————\$273,858		————\$91,272
EOU Supplemental Support <sup>3</sup>	-\$1,991,360						

IT Fifth Site	\$478,020	————\$478,020	————		————\$478,020		————\$478,020
TRU Shared Services <sup>4</sup>	\$1,489,522	\$1,521,622			\$1,681,992		\$1,260,448

<sup>1</sup>OSU's allocation includes both the allocation for the main Corvallis campus and the OSU Cascades Campus in Bend. —

<sup>2</sup>Regional University Support Adjustment provides \$601 per FTE for every FTE below 7,500 FTE at an institution. OSU Cascades FTE is calculated separately from OSU Corvallis campus and is awarded 60% of per FTE value indicated above. The per FTE appropriation will change by the same rule as other Mission Differential Funding line items.

<sup>3</sup>EOU Supplemental Support begins in Fiscal Year 2016 at the dollar figure indicated and will change by the same rule as other Mission Differential Funding items thereafter.

<sup>4</sup>TRU Shared Services begin at Fiscal Year 2016 at the dollar figure indicated and are allocated after any Stop Loss or Stop Gain allocations for Fiscal Year 2016 only. Thereafter TRU Shared Services are allocated within the Mission Differentiation Allocation and shall change by the same rule as other Mission Differential Funding items.

<b>RESEARCH SUPPORT</b>							
	<b>EOU</b>	<b>OIT</b>	<b>OSU</b>	<b>PSU</b>	<b>SOU</b>	<b>UO</b>	<b>WOU</b>
Sponsored Research	\$43,308	—\$16,507	-\$2,119,115	\$351,361	—\$33,012	\$1,043,161	-\$124,459
Faculty Salaries - Research	—\$38,995	—\$65,026	—\$ 592,283	-\$509,955	—\$ 92,477	—\$694,197	—\$67,901
<b>MISSION SUPPORT</b>							
	<b>EOU</b>	<b>OIT</b>	<b>OSU</b>	<b>PSU</b>	<b>SOU</b>	<b>UO</b>	<b>WOU</b>
UO Law Underpinning						—\$602,643	
OSU Pharmacy Underpinning			-\$1,035,077				
OSU Veterinary Medicine Underpinning			-\$3,454,488				
OIT Terminal Health Programs Underpinning <sup>1</sup>		\$200,000					
Engineering Technology Undergraduate <sup>2</sup>		-\$1,504,281		\$6,930			
Engineering Graduates <sup>3</sup>		\$28,259	\$2,267,071	-\$594,318			
Collaborative OUS Nursing Program	—\$ 22,049	—\$12,942			—\$37,239		—\$24,445
Regional Solutions	—\$13,092		-\$13,092	—\$13,092		—\$13,092	
Statewide Access		—\$ 830,642					
Campus Public Service Programs	-\$221,924			\$570,890	-\$ 99,008	\$541,094	-\$1,525
Bldg. Maintenance / SWPS			-\$1,784,820				
OCATE				\$582,869			
Southwestern Oregon University Center (SOUC)	\$112,718						
OWEN						\$404,461	
Systemwide Expenses / Programs <sup>4</sup>	\$55,268	—\$52,517	—\$780,126	\$239,294	—\$126,784	—\$ 695,421	—\$147,622
Veterinary Diagnostic Lab			-\$1,226,077				
Health Professions Programs	\$276,031	-\$2,264,004			—\$380,845		—\$307,927
PSU-NEW Leadership Oregon				\$65,468			

Rural Access	—\$253,079						
PSU-Oregon Biodiversity Information Center				\$49,334			
<sup>1</sup> OIT Terminal Health Programs Underpinning begins in Fiscal Year 2013 at the dollar figure indicated will change by the same rule as other Mission Differential Funding items thereafter.							
<sup>2</sup> Engineering Technology Undergraduate provides supplemental FTE funding for undergraduate enrollment in Engineering Technology. Total funding will change by the same rule as Mission Differential Funding and is allocated based on institutional undergraduate FTE in CIP 15.							
<sup>3</sup> Engineering Graduates provides supplemental FTE funding for graduate enrollment in Engineering. Total funding and will change by the same rule as Mission Differential Funding and is allocated based on institutional graduate FTE in CIP 14.							
<sup>4</sup> State Assessments provided in Fiscal Year 15 will be discontinued from the Systemwide Expenses / Programs line.							

(4) Dual Credit Student Credit Hours (SCH) will be rewarded as follows:

Table 3	Dual Credits
Allocation per SCH	\$50.00

(5) (3) The relative cost weights for Student Credit Hours (SCH) completions shall be as follows:

Table 14		SCH Cost Weighting			
CIP	Description	Fr./Soph.	Jr/Sr.	Mast./Prof.	Ph.D.
01	Agriculture <u>and Related Sciences</u>	1.874.8	2.302.44	5.232.82	5.143.27
02	Agricultural Sciences (Legacy)	1.874.8	2.302.44	5.232.82	5.143.27
03	Natural Resources <u>and</u> , Conservation	1.454.0	2.304.29	4.644.45	4.772.73
04	Architecture	1.874.8	2.422.44	4.084.96	5.322.73
05	<u>Ethnic, Cultural, and Gender Studies</u> Area, Ethnic, Cultural <u>and</u> , Gender, <u>Group</u> Studies	1.224.0	2.054.29	4.644.45	5.142.73
09	Communication, Journalism <u>and Related</u>	0.994.26	1.554.64	4.084.96	5.143.27
10	Communications Technologies, Technicians and Support Services	1.224.26	1.874.64	3.874.96	4.772.73
11	Computer, Information Sciences	1.574.26	2.174.84	3.752.82	5.324.43
13	Education	1.404.26	1.674.64	2.304.45	3.963.27
14	Engineering	1.984.8	2.682.44	4.642.82	5.574.43
15	Engineering Technologies, <u>Technicians</u>	1.984.8	2.682.44	4.642.82	5.573.73
16	<u>Foreign</u> Languages, Literatures <u>and</u> , Linguistics	1.154.0	1.554.29	3.604.96	4.382.73
19	Family and Consumer Sciences	0.994.26	1.294.64	4.084.96	4.773.27
22	Legal Professions and Studies	1.22-	1.55-	3.703.4	6.562.73
23	English Language and Literature/ <u>Letters</u>	1.154.0	1.554.29	3.534.96	3.963.27
24	Liberal Arts, <u>General Studies and Science</u> , Humanities	1.614.0	2.174.29	4.334.45	3.762.73
25	Library Science	1.574.26	3.284.64	2.424.45	5.322.73
26	Biological and Biomedical Sciences	1.304.26	2.054.64	5.232.82	5.993.27
27	Mathematics and Statistics	0.994.0	1.554.29	3.602.82	4.943.27
28	<u>Reserve Officer Training Corps (ROTC)</u> Military Science, Leadership, Operational Art	0.994.0	1.474.29	3.604.45	4.942.73
29	Military Technologies	0.994.0	1.474.29	3.604.45	4.942.73
30	Multi/Interdisciplinary Studies	1.224.26	1.784.64	4.082.82	6.263.27
31	Parks, <u>RecRecreation</u> , Leisure <u>and</u> , Fitness <u>Studies</u>	1.224.8	1.672.44	3.874.96	5.993.27
32	Basic Skills, <u>Developmental/Remedial Education</u>	0.994.0	1.474.29	3.604.45	4.942.73
34	Health Related Knowledge and Skills	1.30-	2.05-	5.23-	5.99-
38	Philosophy and Religious Studies	0.994.0	1.474.29	4.334.45	4.593.27
40	Physical Sciences	1.404.26	2.424.64	5.672.82	5.993.27

41	Science Technologies/ <u>Technicians</u>	<u>1.98</u> 1.8	<u>2.68</u> 2.44	<u>4.64</u> 2.82	<u>5.57</u> 4.13
42	Psychology	<u>0.92</u> 1.0	<u>1.39</u> 1.29	<u>3.60</u> 1.45	<u>4.59</u> 3.27
43	<u>Security and Protective Services</u> Homeland Security, <u>Law Enforce, Protective Service</u>	<u>0.92</u> 1.26	<u>1.29</u> 1.64	<u>2.90</u> 1.45	<u>3.96</u> 3.27
44	Public Administration and Social Services	<u>1.22</u> 1.26	<u>1.67</u> 1.64	<u>2.71</u> 1.45	<u>4.77</u> 3.27
45	Social Sciences <u>and History</u>	<u>0.99</u> 1.0	<u>1.47</u> 1.29	<u>3.60</u> 1.45	<u>4.94</u> 3.27
50	Visual and Performing Arts	<u>1.45</u> 1.8	<u>2.30</u> 2.44	<u>4.72</u> 1.96	<u>4.38</u> 3.27
51	Health Profession <u>ands</u> , Related Programs	<u>1.22</u> 1.8	<u>1.87</u> 2.44	<u>3.31</u> 1.96	<u>4.94</u> 2.73
<u>51.10</u> 51.20	<u>Medical Technology/Technologist</u> Pharmaey	<u>2.44</u> 2.72	<u>3.74</u> 2.72	<u>6.62</u> 3.99	<u>9.88</u> 8.28
<u>51.20</u> 51.24	<u>Pharmacy, Pharmaceutical Sciences</u> Veterinary Medicine	<u>3.51</u> -	<u>4.36</u> -	<u>13.29</u> 11.66	<u>16.14</u> -
<u>51.24</u> 52	<u>Veterinary Medicine (DVM)</u> Business, Mgmt, Marketing, Related Support Svcs	<u>1.61</u> 1.26	<u>2.85</u> 1.64	<u>10.30</u> 1.45	<u>10.09</u> 4.13
<u>52</u> 54	<u>Business, Management, Marketing</u> History	<u>1.15</u> 1.0	<u>1.55</u> 1.29	<u>2.79</u> 1.45	<u>9.08</u> 3.27
<u>54</u> 9999	<u>History</u> Unknown	<u>0.99</u> 1.0	<u>1.67</u> 1.29	<u>4.08</u> 1.45	<u>4.94</u> 2.73
<u>9999</u>	<u>Unknown</u>	<u>0.99</u>	<u>1.47</u>	<u>3.60</u>	<u>4.94</u>
<u>DC</u>	<u>Dual Credit</u>	<u>1.76</u>	<u>---</u>	<u>---</u>	<u>---</u>

(6) (4) The relative weighting for degree completions by resident students, by degree level, shall be as follows:

Table 25 Degree Level Weighting	
Degree Level	Weight
Baccalaureate Degrees	2.0
Masters Degrees	1.0
Doctorate Degrees	1.4
Professional Degrees	1.0
Graduate Certificates	0.2

(7) (5) The Cost Weighting factors for degree completion are determined by [Classification of Instructional Programs \(CIP\) code](#) and degree level and shall be as follows:

Table 36 Degree Cost Weighting				
CIP	Description	BA/BS	Masters/Prof/Grad. Cert	PhD
01	Agriculture	1.85	<u>2.68</u> 2.46	<u>2.63</u> 2.86
02	Agricultural Sciences (Legacy)	1.85	<u>2.68</u> 2.46	<u>2.63</u> 2.86
03	Natural Resources, Conservation	<u>1.73</u> 1.0	<u>2.38</u> 1.27	<u>2.44</u> 2.39
04	Architecture	<u>1.92</u> 1.85	<u>2.09</u> 1.72	<u>2.72</u> 2.39
05	Area, Ethnic, Cultural, Gender, Group Studies	<u>1.52</u> 1.0	<u>2.38</u> 1.27	<u>2.63</u> 2.39
09	Communication, Journalism	<u>1.17</u> 1.25	<u>2.09</u> 1.72	<u>2.63</u> 2.86
10	Communications Technologies	<u>1.42</u> 1.25	<u>1.98</u> 1.72	<u>2.44</u> 2.39
11	Computer and Information Science	<u>1.69</u> 1.25	<u>1.92</u> 2.46	<u>2.72</u> 3.64
13	Education	<u>1.35</u> 1.25	<u>1.18</u> 1.27	<u>2.03</u> 2.86
14	Engineering	<u>2.10</u> 1.85	<u>2.38</u> 2.46	<u>2.85</u> 3.64
15	Engineering Technologies	<u>2.10</u> 1.85	<u>2.38</u> 2.46	<u>2.85</u> 2.39
16	Foreign Languages, Literatures, Linguistics	<u>1.21</u> 1.0	<u>1.84</u> 1.72	<u>2.24</u> 2.39
19	Family and Consumer Sciences	<u>1.02</u> 1.25	<u>2.09</u> 1.72	<u>2.44</u> 2.86
22	Legal Professions and Studies	<u>1.23</u> 1.0	<u>1.89</u> 1.27	<u>3.36</u> 2.86

23	English Language and Literature	<u>1.21</u> <sup>4.0</sup>	<u>1.81</u> <sup>1.72</sup>	<u>2.03</u> <sup>2.86</sup>
24	Liberal Arts and Sciences, Humanities	<u>1.70</u> <sup>4.0</sup>	<u>2.22</u> <sup>1.27</sup>	<u>1.93</u> <sup>2.39</sup>
25	Library Science	<u>2.33</u> <sup>1.25</sup>	<u>1.24</u> <sup>1.27</sup>	<u>2.72</u> <sup>2.39</sup>
26	Biological and Biomedical Sciences	<u>1.54</u> <sup>1.25</sup>	<u>2.68</u> <sup>2.46</sup>	<u>3.07</u> <sup>2.86</sup>
27	Mathematics and Statistics	<u>1.17</u> <sup>1.0</sup>	<u>1.84</u> <sup>2.46</sup>	<u>2.53</u> <sup>2.86</sup>
28	Military Science, Leadership, Operational Art	<u>1.12</u> <sup>4.0</sup>	<u>1.84</u> <sup>1.27</sup>	<u>2.53</u> <sup>2.39</sup>
29	Military Technologies	<u>1.12</u> <sup>4.0</sup>	<u>1.84</u> <sup>1.27</sup>	<u>2.53</u> <sup>2.39</sup>
30	Multi/Interdisciplinary Studies	<u>1.37</u> <sup>1.25</sup>	<u>2.09</u> <sup>1.72</sup>	<u>3.21</u> <sup>3.61</sup>
<u>31</u> <sup>30.01</sup>	<u>Parks, Rec, Leisure, Fitness Studies</u> <sup>Biological and Physical Sciences</sup>	<u>1.30</u> <sup>1.25</sup>	<u>1.98</u> <sup>1.72</sup>	<u>3.07</u> <sup>3.61</sup>
<u>32</u> <sup>30.06</sup>	<u>Basic Skills, Developmental/Remedial Education</u> <sup>Systems Science and Theory</sup>	<u>1.12</u> <sup>1.25</sup>	<u>1.84</u> <sup>1.72</sup>	<u>2.53</u> <sup>3.61</sup>
<u>34</u> <sup>30.08</sup>	<u>Health Related Knowledge and Skills</u> <sup>Mathematics and Computer Science</sup>	<u>1.54</u> <sup>1.25</sup>	<u>2.68</u> <sup>1.72</sup>	<u>3.07</u> <sup>3.61</sup>
<u>38</u> <sup>30.18</sup>	<u>Philosophy and Religious Studies</u> <sup>Natural Sciences</sup>	<u>1.12</u> <sup>1.25</sup>	<u>2.22</u> <sup>1.72</sup>	<u>2.35</u> <sup>3.61</sup>
<u>40</u> <sup>31</sup>	<u>Physical Sciences</u> <sup>Parks, Rec, Leisure, Fitness Studies</sup>	<u>1.79</u> <sup>1.85</sup>	<u>2.90</u> <sup>1.72</sup>	<u>3.07</u> <sup>2.86</sup>
<u>41</u> <sup>32</sup>	<u>Science Technologies</u> <sup>Basic Skills, Developmental/Remedial Education</sup>	<u>2.10</u> <sup>4.0</sup>	<u>2.38</u> <sup>1.27</sup>	<u>2.85</u> <sup>2.39</sup>
<u>41</u> <sup>34</sup>	<u>Science Technologies/Technicians, General</u> <sup>Health Related Knowledge and Skills</sup>	<u>2.10</u> <sup>-</sup>	<u>2.38</u> <sup>-</sup>	<u>2.85</u> <sup>-</sup>
<u>42</u> <sup>38</sup>	<u>Psychology</u> <sup>Philosophy and Religious Studies</sup>	<u>1.06</u> <sup>1.0</sup>	<u>1.84</u> <sup>1.27</sup>	<u>2.35</u> <sup>2.86</sup>
<u>43</u> <sup>40</sup>	<u>Homeland Security, Law Enforce, Protective Services</u> <sup>Physical Sciences</sup>	<u>1.00</u> <sup>1.25</sup>	<u>1.49</u> <sup>2.46</sup>	<u>2.03</u> <sup>2.86</sup>
<u>44</u> <sup>41</sup>	<u>Public Administration and Social Services</u> <sup>Science Technologies</sup>	<u>1.30</u> <sup>1.85</sup>	<u>1.39</u> <sup>2.46</sup>	<u>2.44</u> <sup>3.61</sup>
<u>45</u> <sup>42</sup>	<u>Social Sciences and History</u> <sup>Psychology</sup>	<u>1.12</u> <sup>4.0</sup>	<u>1.84</u> <sup>1.27</sup>	<u>2.53</u> <sup>2.86</sup>
<u>50</u> <sup>43</sup>	<u>Visual and Performing Arts</u> <sup>Homeland Security, Law Enforce, Protective Service</sup>	<u>1.73</u> <sup>1.25</sup>	<u>2.42</u> <sup>1.27</sup>	<u>2.24</u> <sup>2.86</sup>
<u>51</u> <sup>44</sup>	<u>Health Professions, Related Programs</u> <sup>Public Administration and Social Services</sup>	<u>1.42</u> <sup>1.25</sup>	<u>1.70</u> <sup>1.27</sup>	<u>2.53</u> <sup>2.86</sup>
<u>51.10</u> <sup>45</sup>	<u>Clinical Laboratory Science/Medical Technology/Technologist</u> <sup>Social Sciences and History</sup>	<u>2.84</u> <sup>1.0</sup>	<u>3.39</u> <sup>1.27</sup>	<u>5.06</u> <sup>2.86</sup>
<u>51.2</u> <sup>50</sup>	<u>Pharmacy</u> <sup>Visual and Performing Arts</sup>	<u>3.49</u> <sup>1.85</sup>	<u>6.81</u> <sup>1.72</sup>	<u>8.27</u> <sup>2.86</sup>
<u>51.24</u> <sup>51</sup>	<u>Veterinary Medicine</u> <sup>Health Professions, Related Programs</sup>	<u>2.09</u> <sup>1.85</sup>	<u>5.27</u> <sup>1.72</sup>	<u>5.17</u> <sup>2.39</sup>
<u>52</u> <sup>51.20</sup>	<u>Business, Mgmt, Marketing, Related Support Srvcs</u> <sup>Pharmacy</sup>	<u>1.21</u> <sup>1.25</sup>	<u>1.43</u> <sup>2.46</sup>	<u>4.65</u> <sup>2.86</sup>
<u>54</u> <sup>51.24</sup>	<u>History</u> <sup>Veterinary Medicine</sup>	<u>1.24</u> <sup>1.25</sup>	<u>2.09</u> <sup>2.46</sup>	<u>2.53</u> <sup>2.86</sup>
<u>9999</u> <sup>52</sup>	<u>Unknown</u> <sup>Business, Mgmt, Marketing, Related Support Svcs</sup>	<u>1.12</u> <sup>1.25</sup>	<u>1.84</u> <sup>1.27</sup>	<u>2.53</u> <sup>3.61</sup>
54	History	4.0	4.27	2.86
9999	Unknown	4.0	4.27	2.39

(6) The degree areas of particular interest to the state are the following CIPs and they shall be given the additional allocation points as indicated below.

(8) Priority degrees weighting factors, by CIP and category, are established as follows:

Table 47		Priority Degrees	
CIP	Description	Category Area-of Study Weight	Bonus Category
01.030814	<u>Agroecology and Sustainable Agriculture</u> Computer and Information Sciences	STEM1.2	0.4STEM
01.090144	<u>Animal Sciences, General</u> Engineering	STEM1.2	0.4STEM
01.090215	<u>Agricultural Animal Breeding</u> Engineering Technologies	STEM1.2	0.4STEM
01.090326	<u>Animal Health</u> Biological and Biomedical Sciences	STEM1.2	0.4STEM
01.090427	<u>Animal Nutrition</u> Mathematics and Statistics	STEM1.2	0.4STEM
01.090530.04	<u>Dairy Science</u> Biological and Physical Sciences	STEM1.2	0.4STEM
01.090630.06	<u>Livestock Management</u> Systems Science and Theory	STEM1.2	0.4STEM
01.090730.08	<u>Poultry Science</u> Mathematics and Computer Science	STEM1.2	0.4STEM
01.099930.18	<u>Animal Sciences, Other</u> Natural Sciences	STEM1.2	0.4STEM
01.100140	<u>Food Science</u> Physical Sciences	STEM1.2	0.4STEM
01.100254	<u>Food Technology and Processing</u> Health Professions, Related Programs	STEM1.2	0.4Health
01.1099BLE	<u>Food Science and Technology, Other</u> Bilingual Education	STEM2.2	0.4Bilingual Education
01.1101	<u>Plant Sciences, General</u>	STEM	0.4
01.1102	<u>Agronomy and Crop Science</u>	STEM	0.4
01.1103	<u>Horticulture Science</u>	STEM	0.4
01.1104	<u>Agricultural and Horticultural Plant Breeding</u>	STEM	0.4
01.1105	<u>Plant Protection and Integrated Pest Management</u>	STEM	0.4
01.1106	<u>Range Science and Management</u>	STEM	0.4
01.1199	<u>Plant Sciences, Other</u>	STEM	0.4
01.1201	<u>Soil Science and Agronomy, General</u>	STEM	0.4
01.1202	<u>Soil Chemistry and Physics</u>	STEM	0.4
01.1203	<u>Soil Microbiology</u>	STEM	0.4
01.1299	<u>Soil Sciences, Other</u>	STEM	0.4
03.0101	<u>Natural Resources/Conservation, General</u>	STEM	0.4
03.0103	<u>Environmental Studies</u>	STEM	0.4
03.0104	<u>Environmental Science</u>	STEM	0.4
03.0199	<u>Natural Resources Conservation and Research, Other</u>	STEM	0.4



<a href="#"><u>03.0205</u></a>	<a href="#"><u>Water, Wetlands, and Marine Resources Management</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>03.0502</u></a>	<a href="#"><u>Forest Sciences and Biology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>03.0508</u></a>	<a href="#"><u>Urban Forestry</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>03.0509</u></a>	<a href="#"><u>Wood Science and Wood Products/Pulp and Paper Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>03.0601</u></a>	<a href="#"><u>Wildlife, Fish and Wildlands Science and Management</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>04.0902</u></a>	<a href="#"><u>Architectural and Building Sciences/Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>09.0702</u></a>	<a href="#"><u>Digital Communication and Media/Multimedia</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>10.0304</u></a>	<a href="#"><u>Animation, Interactive Technology, Video Graphics and Special Effects</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0101</u></a>	<a href="#"><u>Computer and Information Sciences, General</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0102</u></a>	<a href="#"><u>Artificial Intelligence</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0103</u></a>	<a href="#"><u>Information Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0104</u></a>	<a href="#"><u>Informatics</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0199</u></a>	<a href="#"><u>Computer and Information Sciences, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0201</u></a>	<a href="#"><u>Computer Programming/Programmer, General</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0202</u></a>	<a href="#"><u>Computer Programming, Specific Applications</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0203</u></a>	<a href="#"><u>Computer Programming, Vendor/Product Certification</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0299</u></a>	<a href="#"><u>Computer Programming, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0301</u></a>	<a href="#"><u>Data Processing and Data Processing Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0401</u></a>	<a href="#"><u>Information Science/Studies</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0501</u></a>	<a href="#"><u>Computer Systems Analysis/Analyst</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0701</u></a>	<a href="#"><u>Computer Science</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0801</u></a>	<a href="#"><u>Web Page, Digital/Multimedia and Information Resources Design</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0802</u></a>	<a href="#"><u>Data Modeling/Warehousing and Database Administration</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0803</u></a>	<a href="#"><u>Computer Graphics</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0804</u></a>	<a href="#"><u>Modeling, Virtual Environments and Simulation</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>11.0899</u></a>	<a href="#"><u>Computer Software and Media Applications, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>

<u>11.0901</u>	<u>Computer Systems Networking and Telecommunications</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1001</u>	<u>Network and System Administration/Administrator</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1002</u>	<u>System, Networking, and LAN/WAN Management/Manager</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1003</u>	<u>Computer and Information Systems Security/Information Assurance</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1004</u>	<u>Web/Multimedia Management and Webmaster</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1005</u>	<u>Information Technology Project Management</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1006</u>	<u>Computer Support Specialist</u>	<u>STEM</u>	<u>0.4</u>
<u>11.1099</u>	<u>Computer/Information Technology Services Administration and Management, Other</u>	<u>STEM</u>	<u>0.4</u>
<u>13.0501</u>	<u>Educational/Instructional Technology</u>	<u>STEM</u>	<u>0.4</u>
<u>13.0601</u>	<u>Educational Evaluation and Research</u>	<u>STEM</u>	<u>0.4</u>
<u>13.0603</u>	<u>Educational Statistics and Research Methods</u>	<u>STEM</u>	<u>0.4</u>
<u>14</u>	<u>Engineering</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0000</u>	<u>Engineering Technology, General</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0101</u>	<u>Architectural Engineering Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0201</u>	<u>Civil Engineering Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0303</u>	<u>Electrical, Electronic and Communications Engineering Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0304</u>	<u>Laser and Optical Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0305</u>	<u>Telecommunications Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0306</u>	<u>Integrated Circuit Design</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0399</u>	<u>Electrical and Electronic Engineering Technologies/Technicians, Other</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0401</u>	<u>Biomedical Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0403</u>	<u>Electromechanical Technology/Electromechanical Engineering Technology</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0404</u>	<u>Instrumentation Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0405</u>	<u>Robotics Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>
<u>15.0406</u>	<u>Automation Engineer Technology/Technician</u>	<u>STEM</u>	<u>0.4</u>

<a href="#"><u>15.0499</u></a>	<a href="#"><u>Electromechanical and Instrumentation and Maintenance Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0501</u></a>	<a href="#"><u>Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0503</u></a>	<a href="#"><u>Energy Management and Systems Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.0506</u></a>	<a href="#"><u>Water Quality and Wastewater Treatment Management and Recycling Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0507</u></a>	<a href="#"><u>Environmental Engineering Technology/Environmental Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0508</u></a>	<a href="#"><u>Hazardous Materials Management and Waste Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0599</u></a>	<a href="#"><u>Environmental Control Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0607</u></a>	<a href="#"><u>Plastics and Polymer Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0611</u></a>	<a href="#"><u>Metallurgical Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0612</u></a>	<a href="#"><u>Industrial Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.0616</u></a>	<a href="#"><u>Semiconductor Manufacturing Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0699</u></a>	<a href="#"><u>Industrial Production Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.0702</u></a>	<a href="#"><u>Quality Control Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0703</u></a>	<a href="#"><u>Industrial Safety Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.0801</u></a>	<a href="#"><u>Aeronautical/Aerospace Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.0803</u></a>	<a href="#"><u>Automotive Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>

<a href="#"><u>15.0805</u></a>	<a href="#"><u>Mechanical Engineering/Mechanical Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.0901</u></a>	<a href="#"><u>Mining Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.1001</u></a>	<a href="#"><u>Construction Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1102</u></a>	<a href="#"><u>Surveying Technology/Surveying</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1103</u></a>	<a href="#"><u>Hydraulics and Fluid Power Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.1201</u></a>	<a href="#"><u>Computer Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1202</u></a>	<a href="#"><u>Computer Technology/Computer Systems Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1203</u></a>	<a href="#"><u>Computer Hardware Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.1302</u></a>	<a href="#"><u>CAD/CADD Drafting and/or Design Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1303</u></a>	<a href="#"><u>Architectural Drafting and Architectural CAD/CADD</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1304</u></a>	<a href="#"><u>Civil Drafting and Civil Engineering CAD/CADD</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1305</u></a>	<a href="#"><u>Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1306</u></a>	<a href="#"><u>Mechanical Drafting and Mechanical Drafting CAD/CADD</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.1401</u></a>	<a href="#"><u>Nuclear Engineering Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>15.1501</u></a>	<a href="#"><u>Engineering/Industrial Management</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.1599</u></a>	<a href="#"><u>Engineering-Related Fields, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>15.9999</u></a>	<a href="#"><u>Engineering Technologies and Engineering-Related Fields, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>26</u></a>	<a href="#"><u>Biological and Biomedical Sciences</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>27</u></a>	<a href="#"><u>Mathematics and Statistics</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>28.0505</u></a>	<a href="#"><u>Naval Science and Operational Studies</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>29.0201</u></a>	<a href="#"><u>Intelligence, General</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>29.0205</u></a>	<a href="#"><u>Information Operations/Joint Information Operations</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>29.0299</u></a>	<a href="#"><u>Intelligence, Command Control and Information Operations, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>29.0301</u></a>	<a href="#"><u>Combat Systems Engineering</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>29.0408</u></a>	<a href="#"><u>Munitions Systems/Ordnance Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>29.9999</u></a>	<a href="#"><u>Military Technologies and Applied Sciences, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>30.3001</u></a>	<a href="#"><u>Computational Science</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
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<a href="#"><u>41.0101</u></a>	<a href="#"><u>Biology Technician/Biotechnology Laboratory Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0204</u></a>	<a href="#"><u>Industrial Radiologic Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0205</u></a>	<a href="#"><u>Nuclear/Nuclear Power Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0299</u></a>	<a href="#"><u>Nuclear and Industrial Radiologic Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0301</u></a>	<a href="#"><u>Chemical Technology/Technician</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0303</u></a>	<a href="#"><u>Chemical Process Technology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.0399</u></a>	<a href="#"><u>Physical Science Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>41.9999</u></a>	<a href="#"><u>Science Technologies/Technicians, Other</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2701</u></a>	<a href="#"><u>Cognitive Psychology and Psycholinguistics</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2702</u></a>	<a href="#"><u>Comparative Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2703</u></a>	<a href="#"><u>Developmental and Child Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2704</u></a>	<a href="#"><u>Experimental Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2705</u></a>	<a href="#"><u>Personality Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2706</u></a>	<a href="#"><u>Physiological Psychology/Psychobiology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2707</u></a>	<a href="#"><u>Social Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2708</u></a>	<a href="#"><u>Psychometrics and Quantitative Psychology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>
<a href="#"><u>42.2709</u></a>	<a href="#"><u>Psychopharmacology</u></a>	<a href="#"><u>STEM</u></a>	<a href="#"><u>0.4</u></a>

<u>42.2799</u>	<u>Research and Experimental Psychology, Other</u>	<u>STEM</u>	<u>0.4</u>
<u>43.0106</u>	<u>Forensic Science and Technology</u>	<u>STEM</u>	<u>0.4</u>
<u>43.0116</u>	<u>Cyber/Computer Forensics and Counterterrorism</u>	<u>STEM</u>	<u>0.4</u>
<u>45.0301</u>	<u>Archeology</u>	<u>STEM</u>	<u>0.4</u>
<u>45.0603</u>	<u>Econometrics and Quantitative Economics</u>	<u>STEM</u>	<u>0.4</u>
<u>45.0702</u>	<u>Geographic Information Science and Cartography</u>	<u>STEM</u>	<u>0.4</u>
<u>51.1002</u>	<u>Cytotechnology/Cytotechnologist</u>	<u>STEM</u>	<u>0</u>
<u>51.1005</u>	<u>Clinical Laboratory Science/Medical Technology/Technologist</u>	<u>STEM</u>	<u>0.4</u>
<u>51.1401</u>	<u>Medical Scientist</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2003</u>	<u>Pharmaceutics and Drug Design</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2004</u>	<u>Medicinal and Pharmaceutical Chemistry</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2005</u>	<u>Natural Products Chemistry and Pharmacognosy</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2006</u>	<u>Clinical and Industrial Drug Development</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2007</u>	<u>Pharmacoeconomics/Pharmaceutical Economics</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2009</u>	<u>Industrial and Physical Pharmacy and Cosmetic Sciences</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2010</u>	<u>Pharmaceutical Sciences</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2202</u>	<u>Environmental Health</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2205</u>	<u>Health/Medical Physics</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2502</u>	<u>Veterinary Anatomy</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2503</u>	<u>Veterinary Physiology</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2504</u>	<u>Veterinary Microbiology and Immunobiology</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2505</u>	<u>Veterinary Pathology and Pathobiology</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2506</u>	<u>Veterinary Toxicology and Pharmacology</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2510</u>	<u>Veterinary Preventive Medicine, Epidemiology, and Public Health</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2511</u>	<u>Veterinary Infectious Diseases</u>	<u>STEM</u>	<u>0.4</u>
<u>51.2706</u>	<u>Medical Informatics</u>	<u>STEM</u>	<u>0.4</u>
<u>52.1301</u>	<u>Management Science</u>	<u>STEM</u>	<u>0</u>
<u>52.1302</u>	<u>Business Statistics</u>	<u>STEM</u>	<u>0.4</u>
<u>52.1304</u>	<u>Actuarial Science</u>	<u>STEM</u>	<u>0.4</u>
<u>52.1399</u>	<u>Management Science and Quantitative Methods, Other</u>	<u>STEM</u>	<u>0.4</u>
<u>BLE</u>	<u>Bilingual Education</u>	<u>Bilingual Education</u>	<u>2.4</u>

~~(9)~~ (7) The additional weights to Bachelor’s degree completions by resident students who are members of one or more Targeted Student Populations shall be as follows:

Table 58 Targeted Student Populations	
Number of Targeted Student Population Categories	Weight
1	<del>1.00</del> 0.8
2	<del>1.10</del>
3	<del>1.24</del>
4	1.2

~~(10)~~ (8) Weights for Bachelor’s Degrees awarded to transfer students shall be discounted as follows:

Table 69 Transfer Student Discount Factor	
Bachelor’s Degree Discount Factor:	62.54%

a. All transfer degrees awarded to community college transfers shall be awarded an additional bonus of 37.5%.

(9) The HECC shall have the authority to implement a stop loss/stop gain mechanism to limit the annual change in any institution’s PUSF allocation to the overall change in the PUSF minus 2%. This stop loss/stop gain mechanism shall only apply in cases where the PUSF allocation declines.

(12) Table 10		Stop Loss and Stop-Gain			
Fiscal Year	2016	2017	2018	2019	2020
Stop Loss	4.5%	2.0%	1.0%	0.0%	Disengaged
Stop Gain	1.5 x  ΔPUSF	2016+10%	2017+10%	2018+10%	Disengaged

Where |ΔPUSF| is equal to Fiscal Year 2016 PUSF allocation less legislative designated funds and TRU Shared Services as a proportion of total Fiscal Year 2015 PUSF allocation.

a. If, during Fiscal Year 2016 through Fiscal Year 2020 the year over year change in the PUSF is less than the Stop Loss threshold for that fiscal year the designated Stop Loss is reset to the year over year change in the PUSF, such that the change in funding level for all public universities is pro rata.

~~(13) This rule shall become effective on July 1, 2015.~~

Statutory Authority: ORS 350.075(6) & ORS 350.075(3)(f) ORS 351.735(3)(d), 351.735(6)

Statutes Implemented: ORS 350.075(3)(f) 2013 SB 270, 2013 HB 3120, 2014 HB 4018 2014 SB 1525





January 19, 2021

Dear Higher Education Coordinating Commission,

On behalf of the Willamette Promise Advisory Board, we would like to go on record as advocating that the Higher Education Coordinating Commission (HECC) maintain the current amount of funding that four-year universities receive for completion of dual credit courses and not move forward with the reductions in the proposed Student Success and Completion Funding Model (SSCM). A reduction in funding could have significant negative impacts on partnerships that support underserved, underrepresented, and marginalized students across the state. Oregon has invested greatly in these partnerships and a funding model must be developed that builds on those investments and prioritizes this critical equity work.

Since 2014, we have partnered with four-year universities to offer high quality dual credit courses to thousands of students across the state. In all, we've partnered with over 45 school districts and 60 comprehensive high schools. Over 7,000 students have earned more than 63,000 credits; a 13-million-dollar savings in tuition. In addition, our partnership with four-year universities has helped us be able to create strong regional collaboration through our professional learning communities. These communities have strengthened the partnerships between K12 and higher education which make direct headway on Oregon's 40-40-20 goal.





A cornerstone of our partnership is to continue to prioritize programming to underserved/underrepresented student populations and we continue to move the needle in terms of equitable outcomes for students. Through this funding, and the support of our partners, this program helps students who never envisioned a post-secondary pathway in their future. Strong and intentional investments by our school districts, our ESD and regional partners, and most importantly, our four-year higher education partners have made this path possible. Adequate funding provides us with the mobility to make strategic investments in our staff, our faculty, and our courses. It also allows us to invest in our infrastructure and develop sustainable systems that support student access to higher education courses and learning outcomes. Without this funding, we simply cannot reach students in the same meaningful ways we have to move the dial on equity and inclusion in post-secondary attainment.

Partnering with four-year universities allows the Willamette Promise to serve a wider region across the state. The outstanding work of the HECC allows for flexibility in terms of instructor credentials and the ability to certify more instructors to offer dual credit has created greater access for students, closing the equity gap in dual enrollment courses. We are able to articulate dual credit in settings where it was not an option and have expanded access to programming to rural school districts that struggle to hire teachers qualified to offer dual credit courses. A significant reduction in the amount of funding that four-year universities receive for completion of dual credit courses will





directly impact our ability to continue to provide and expand equitable access to postsecondary experiences for Oregon students.

As part of the SSCM proposal, the presentation to the Senate Education Committee stated that “Equity must be central to all we do.” Investing in programs like the Willamette Promise and other four-year dual credit partnerships directly impacts this call to action. Full and adequate funding in the SSCM for dual credit programs is essential if we are to continue with our mission of being a program that prioritizes equity and inclusion for all students. This suggestion was echoed by The Education Commission of the States in a recent policy brief; “The Education Commission of the States finds that equity disparities in dual credit programs are driven by lack of monetary resources and a lack of qualified instructors.” The Willamette Promise Advisory Board is calling for you to do what you have said you would and to focus on equity for Oregon’s students through maintaining this funding.

Thank you for your time and consideration of this important issue.

Respectfully,

The Willamette Promise Advisory Board





[www.willamettepromise.org](http://www.willamettepromise.org)

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### **The Willamette Promise Advisory Board**

Dave Novotney Ph.D., Superintendent, Willamette Education Service District

Keith Ussery, Deputy Superintendent, Willamette Education Service District

Sue Monahan, Ph.D., Associate Provost, Western Oregon University

Tom Cornman, Ph.D., Provost, Corban University

Steve Schilling, Dean of Manufacturing, Linn-Benton Community College

Carleen Drago-Starr, Academic Partnerships Director, Oregon Institute of Technology

Jeff Clark, Superintendent, Amity School District

Andy Gardner, Superintendent, North Santiam School District

Steve Spencer, Principal, Dallas High School

Adam Whalen, Program Coordinator, Willamette Education Service District





# Northwest Regional Education Service District

January 19, 2021

Attn: Higher Education Coordinating Commission

On behalf of the Northwest Regional Education Service District and our Northwest Promise dual credit program, I would like to go on record as advocating for the Higher Education Coordinating Commission (HECC) to maintain the current funding level that four-year institutions receive for the completion of dual credit courses. At this time, I strongly oppose the HECC proceeding with the reductions proposed in the Student Success and Completion Funding Model (SSCM) as a reduction in funding would only further devastate dual credit partnerships already navigating the huge state cut of the Regional Promise grant.

In past biennium funding, the state of Oregon invested significant funds and resources to increase equity in student outcomes by bolstering dual credit partnerships throughout the state. Under ODE's two guiding principles of educational equity and college credits with a purpose, high school dual credit programs and our higher education partners grounded our work and goals in the broader Oregon education priorities to improve the educational experience and outcomes of students, especially those facing opportunity gaps. During a time when all of our students deserve and most need access to college and career opportunities, the SSCM proposed reduction in funding would significantly impact the capacity and ability to meet those needs through our dual credit partnerships. Instead of defunding dual credit opportunities, Oregon desperately needs to provide a funding model that prioritizes and builds upon these successful programs focused on increasing equity in access and outcomes. Simply stated--these dual credit partnerships work. With the prior support of Regional Promise grants, the Northwest Promise program has worked in our region to fulfill the mission of empowering "all students, but especially those from underrepresented populations or who are 'dream deficient,' to envision postsecondary and career success after graduation." We were able to do this by partnering K-12 districts in our region with higher education partners to increase access to college opportunities through multiple models of dual credit for our students. As you likely know, the Regional Promise grant was cut this biennium and additional funding cuts to our higher education partners would only further undermine our collaborative efforts to continue providing dual credit offerings in our region. Last year alone, nearly 2,500 high school students in our region participated in the Northwest Promise dual credit program. Thanks to our higher education partnerships, over 9,200 college credits were earned saving our families almost 1.7 million

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dollars in college tuition costs. This data represents only 20 Oregon school districts, so imagine the collective impact of our dual credit partnership throughout our state! Decreasing funding would ultimately disrupt the momentum created by our years of dual credit program success and decrease the access for students of color and other marginalized and underserved students.

This funding, along with the support and intentional investments by school districts, ESDs and four-year higher education partners, is essential in providing all students equitable access to postsecondary education. Additional proposed cuts at the higher educational level would make it even more difficult to sustain partnership infrastructure and consistent outreach to students and families who need these opportunities the most. This Funding reduction impacts our ability to center equity and meet mandates to increase equitable educational outcomes throughout the state. Full and adequate SSCM funding is critical for equity and inclusion for all students. Research data clearly reflects that “. . . equity disparities in dual credit programs are driven by lack of monetary resources and a lack of qualified instructors” (Perry & Williams, 2020). Decreasing funding would not only disrupt the years of dual credit program success, but it would ultimately prevent students of color and other marginalized and underserved students from accessing this trajectory changing college and career opportunity. The allocation of our resources demonstrates what we value most. Today we ask that you demonstrate your commitment to educational equity by voting to maintain the current funding levels for dual credit.

Thank you for your consideration,



Tara L. Cooper  
Postsecondary Pathways Director,  
Northwest Regional Education Service District

Perry, A., & Williams, A. (2020). *Prioritizing Equity in Dual Enrollment*. [Policy Brief]. Education Commission of the States. [https://www.ecs.org/wp-content/uploads/Prioritizing\\_Equity\\_in\\_Dual\\_Enrollment.pdf](https://www.ecs.org/wp-content/uploads/Prioritizing_Equity_in_Dual_Enrollment.pdf)

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January 19, 2021

TO: Ben Cannon, Executive Director  
Higher Education Coordinating Commission

FR: David McDonald, Associate Vice President for Public Affairs and Strategic Initiatives,  
Western Oregon University  
Kelsey McCauley, Government Affairs Coordinator, Oregon Institute of Technology  
("Oregon Tech")  
Tim Seydel, Vice President for University Advancement, Eastern Oregon University  
Jeanne Stallman, Associate Vice President for Government Relations, Southern Oregon  
University

RE: Dual-Credit Funding in SSCM revisions

On behalf of the Technical and Regional Universities (TRUs), we are submitting this written testimony to reestablish full funding for the dual-credit programs.

Over the past year and half the Student Success and Completion Model workgroup has met to update the SSCM, which was originally implemented in 2015. This workgroup operated in a highly collaborative and collegial manner, focusing on what is best for all students at Oregon's public universities even when we disagreed on details. The efforts of the workgroup were led by Jim Pinkard who exhibited both great patience and inclusive leadership. Other members of the HECC staff were also invaluable in our efforts to make data-driven and objective recommendations.

The SSCM seeks to achieve greater equity, degree production, and accountability for higher education in Oregon, with a far greater emphasis on outcomes than in most states. The TRUs are proud to contribute to student success through a system that uses an equity lens to create outcomes-based funding. This lens fostered an educational environment that further increased our shared commitment to diversity, equity, and inclusion.

The workgroup made a number of recommendations around refining the model and correcting some unintended operational components of the model. These are contained in the staff recommendations. One suggested change added at the end of the work resulted in a significant reduction in the funding per credit hour for dual-credit programs, which are primarily offered by the four TRU campuses.

The strength and reach of the Dual Credit programs are one of the major successes of the SSCM. Not only have more students earned college credits while in high school, but HECC's data analysis demonstrates that these students do as well, or better than their peers who did not earn dual credits. Dual Credit is a gateway to college for all students. For rural, low-income, and historically underrepresented students, the Dual Credit programs may be their first and most-important exposure to post-secondary education.

The unintended consequence of reducing the amount of funding for the Dual Credit is to jeopardize the very success that the SSCM fostered. The success of these access and academically rigorous programs is dependent upon a highly collaborative and time-intensive partnership between the universities and high schools. As an example, the Willamette Promise involves nearly 20 WOU faculty, plus staff from the Provost, Registrars, and University Computing offices working directly with teachers from 50 school districts and six ESD's. The cornerstone of this work is the active Professional Learning Communities where teachers and university faculty meet for multiple day-long subject-centered meetings to discuss pedagogy, learning outcomes, assessments and content alignment. These meetings are centered on student academic development and success. In addition, university faculty are involved in cross-scoring of student assessment to ensure inter-rater reliability. The proposed reduction in SSCM funding for Dual Credit will force WOU to reduce or possibly end its participation in the Willamette Promise.

Oregon Tech also did a clearinghouse analysis of more than 10,000 students that were enrolled in its dual-credit program over four years, between 2015-2016 and 2018-2019 academic years. Seventy-nine percent of these students pursued post-secondary education at a two- or four-year institution. Regardless of whether those students attend the same institution where they enroll for dual-credit, providing high school students the tools and confidence to succeed in higher education is a crucial outcome of dual credit.

The Eastern Promise connects Eastern Oregon University, [Treasure Valley Community College](#), the [Intermountain Education Service District](#) and over 20 school districts throughout eastern Oregon. This collaborative effort maximizes student access and opportunities to earn college credit and remove barriers to higher education – particularly for first-generation, at-risk and disadvantaged students who experience high levels of poverty.

Working with the school districts, highly affordable dual credit is seeped throughout high school classes and provide a safe space for students to get their first exposure to the pace, rigor, and expectations of college and university work. Students use these opportunities to leverage current relationships with high school staff to expand their network of college and university staff and see post-secondary education as attainable and within their reach.

The K-12 partners in the Dual Credit programs have recently become aware of the proposed reduction in funding through their regular statewide meetings. They are concerned that these funding changes will result in significant reductions or closures of dual credit programs across the state, reducing student access to these critical programs.

We support the inclusion of Dual Credit as Activities funding within the model, and strongly recommend that per-credit be restored to \$55 per credit hour. This is a successful access and student success tool that should be celebrated and supported so that all Oregon students and communities can benefit from having students and teachers engaged in more rigorous college-level work while in high school.



January 27, 2021

Chair David Rives  
Commission Members  
Executive Director Ben Cannon  
Higher Education Coordinating Commission

RE: Proposed Rulemaking, Chapter 715, Updating the Student Success Completion Model

Dear Chair Rives, Commissioners, and Executive Director Cannon

Over the course of the last year and a half, your commission has conducted regular meetings with a work group consisting of public university representatives at each campus, student representatives, and faculty representatives to assess the functionality of the Student Success and Completion Model (SSCM). Early in the process, the work group expressed two major desires; minimizing and/or eliminating unintended consequences of the model, and prioritizing stability to the institutions. On behalf of all seven of Oregon's public universities I propose the following two items. In support of minimizing unintended consequences, we ask the Commission to continue the use of the current true up process. In the interest of prioritizing stability to the institutions, we urge the Commission to utilize a Stop-Loss/Stop-Gain mechanism for one year to prevent a sudden loss of support on some campuses.

The process of forecasting is an important exercise that each of our campuses must utilize to maintain continuity and planning for success. While we certainly understand the desire to streamline administrative work, it is our belief that continuation of the current true up process is essential. The universities collectively urge the continuation of the current true up process as the best method to ensure accurate funding amounts provided at the appropriate times.

The first iteration of the SSCM utilized a Stop-Loss/Stop-Gain mechanism to allow institutions the flexibility to adjust their structure to adapt to the new funding mechanism. The seven universities agree that a Stop-Loss/Stop-Gain mechanism is necessary to allow flexibility and prevent an institution from being put in a position in which it cannot not adapt to the new funding mechanism, and must move forward from a disadvantaged position. Because of the need to maintain stability and institutional flexibility, the universities propose a Stop-Loss/Stop-Gain mechanism be put in place for the first year of implementation of the model.

We appreciate the work that the Commission has accomplished this far in the reconsideration of the SSCM and we look forward to the continued conversation.

Respectfully,



Dana Richardson  
Executive Director  
Oregon Council of Presidents