

1977

# The Resource Allocation and Management Program at Eastern Illinois University

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DEPARTMENT HEAD

## TABLE OF CONTENTS

RAMP--BACKGROUND AND DEVELOPMENT . . . . .	1
GENERAL PLANNING STATEMENTS . . . . .	6
<u>Program Direction</u> . . . . .	6
<u>Technical Plan</u> . . . . .	7
RESOURCE REQUIREMENTS PLAN. . . . .	13
<u>Operating Requirements</u> . . . . .	16
<u>Capital Requirements</u> . . . . .	21
RAMP AT EASTERN ILLINOIS UNIVERSITY. . . . .	30
<u>Preparation of RAMP FY79 at Eastern</u> . . . . .	31
CONCLUSIONS . . . . .	35

## RAMP--BACKGROUND AND DEVELOPMENT

RAMP (Resource Allocation and Management Program) is the name given to a series of management reports prepared for boards of higher education by public universities, colleges, and junior colleges within the state.<sup>1</sup>

A primary purpose of these reports is to link more closely institutional and system planning and budgeting to statewide planning and budgeting. RAMP was first implemented in Illinois in 1973. It resulted from a study and report prepared by John D. Wells, director of Wells Research Company, Inc.<sup>2</sup> Prior to implementation of this new system, budget requests by state universities were made on the basis of an enrollment driven formula.

The general format of RAMP is designed to fit all public universities, since all these institutions engage in activities which can be categorized into one or several of the following functions: instruction,

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<sup>1</sup>General information related to RAMP background and annual instructions is from the Board of Higher Education RAMP manuals FY1976-FY1979.

<sup>2</sup>John D. Wells, A Conceptual Framework for Statewide Higher Education Resource Planning, Programming and Budgeting; Arlington, Virginia: Wells Research Company, Inc., 1972.

public service, organized research, and support activities.

RAMP is structured so that four basic questions can be answered:

1. What does a university plan to accomplish over the next several years?
2. How does the university plan to accomplish its goals and objectives?
3. What will it cost in terms of resource requirements?
4. How does the university propose to obtain the required resources?

To facilitate response to these questions, RAMP documents are divided into two major sections--General Planning Statement and Resource Requirements Plan. The General Planning Statement is subdivided into Program Directions--a statement of university goals and objectives--and the Technical Plan--a detailed description of how the goals and objectives are to be accomplished over time. The Resource Requirements Plan presents an estimate of how much the programs will cost and from where the resources are projected to come. This section is subdivided into Capital Requirements and Operating Requirements.

Since RAMP contains both a statement of the institution's mission and scope, and data indicating where resources are allocated, an analyst may observe how a university distributes its resources among the three primary functions and how this distribution relates to institutional program direction. If a substantial portion of resources are allocated to the support of instructional activities, then this should be

reflected in the institution's mission and the technical plan; likewise, the amount of resources allocated to organized research and public service activities should be compatible with the stated mission and scope of the institution.

RAMP was intended as a means of communication through which an expression of needs and concerns could flow in both directions between specific institutions and the Board of Higher Education. It was not intended as a statement of a fixed five-year plan. Since the functional categories and format are the same for all state universities, the Board of Higher Education may make interinstitutional comparisons and analyses useful in planning, programming and budgeting decisions. (The possibility of something other than clearly analytical decisions influencing state allocation of resources is discussed in the RAMP at Eastern section of this paper.)

The RAMP documents provide information for four specific functions of the Board of Higher Education:

1. Data and Information Gathering--The Board of Higher Education currently gathers and compiles data and information for Illinois higher education. This data and information is published for external users in the form of a data book.
2. Planning--The Board of Higher Education is responsible for statewide short-term and long-term master planning. Through RAMP, the Board's master planning activities can be linked directly to institutional and system plans. RAMP also provides information for updating the statewide master plan.
3. Program Review and Approval--Much of the information provided in RAMP assists the Board staff in conducting

its program review and approval functions. Enrollment and degrees produced by degree program are one way to review the success of a degree program.

4. Annual Budgeting--RAMP was established as an organized format for requesting operating and capital funding support. In RAMP, annual budget requests are related to institutional programs and plans. Since the planning and resource allocation statements include four years beyond the budget year, it is possible to view the long-term impacts of a budget decision.

In addition to aiding the Board of Higher Education in accomplishing the above-mentioned functions, RAMP also allows individual institutions to systematically review their programs, clarify future plans and direction, and check to see that allocation of resources is consistent with program direction.

RAMP has now been in effect in Illinois for four years. It was never intended to be fully implemented in one year, and there have been a number of changes made in instructions and detail of reporting, though the basic format has remained the same. Progressively, institutions have been encouraged to develop more fully the Program Directions and Technical Plan. Also, there are more definitive guidelines for special analytical studies in support of unusual requests for funds, and the Resource Requirements section has been expanded to include additional data on enrollment and staffing levels. The Capital Requirements portion of the Resource Requirements Plan now calls for more detailed descriptions of how each project relates to a program or programs of the university. In general, the Board of Higher Education continues to



emphasize that Program Directions and Technical Plan components should be meaningful, and that they should be carefully integrated with the Resource Requirements Plan.

## GENERAL PLANNING STATEMENTS

The General Planning Statements of RAMP are primarily narrative statements regarding the mission and scope of the university, current program offerings, and plans for future development. However, these statements follow a carefully structured format, and are accompanied by selected related data. Budget requests are formulated so that they may be correlated with specific programs, goals, and objectives.

### Program Direction

The Program Direction section is expected to reflect the university's current Mission and Scope statement as prepared for the Board of Governors. The narrative is concise yet general enough so that it will not have to be altered every year except for significantly changing conditions. The objectives of a university are described based on what programs the university currently offers and what it plans to do in the future. There is reference to the breadth of existing programs and a description of activities required to accomplish the mission of the university.

Each of the major functions of the university--instruction,

organized research, and public service--is reflected in the statement of program direction. For each of these primary activities, the following information is included:

- Clientele served
- Needs of clientele
- Programs which are required or will be required to serve these needs
- Means of evaluating these programs and activities

The statement of program direction not only considers the question of what a university does or plans to do, but it also establishes limitations to what it does or plans to do. In some cases, for example, a university may have a very limited instructional program in the graduate and professional areas. In other universities, there may be a very limited organized research program.

Generally speaking, the Program Direction may be regarded as an overview and a basic framework into which the Technical Plan and Resource Requirements Plan are fitted.

### Technical Plan

The Technical Plan is a statement of the detailed steps and activities necessary to accomplish the goals and objectives of the university. Once again, information is divided into categories of instruction, organized research, public service, and support activities. A separate section on facilities may also be included. The steps and actions described in the Technical Plan are projected over a five-year period and are more specific for the budget year than for the later years.

### Instructional Activities

Since for most universities the primary objective is provision of instructional services, this category generally receives greatest emphasis. Specific directions for developing this section vary somewhat from year to year. For FY78 RAMP, the Board of Higher Education requested that the section on instructional activities include the following: role of instruction in attaining program directions, description and evaluation of existing programs, proposals for new and expanded programs, review of clientele served, faculty-staff utilization study, and support functions required. A description of the role of instruction in attaining the university's program direction serves as an overview or summary of existing programs and proposed new and expanded programs. Following this overview, there is a comprehensive listing of existing degree programs and program options offered at the university. These are divided into undergraduate and graduate offerings. This in turn is followed by a review and assessment of existing programs, which contains information regarding internal and external evaluations by councils, committees, and accrediting agencies. Included in this assessment section is a list of all programs at the university which have been recommended for expansion, suspension, or "special status quo" status<sup>3</sup> by the annual Board of Governors program review.

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<sup>3</sup>"Special status quo status" indicates that a program needs further development before it attains the full status quo position.

The heart of the instructional activities subdivision is the statement on program planning and development. This contains summaries and rationale for each of the proposed new and expanded programs for a given fiscal year. In FY78 RAMP, programs were to be organized first according to fiscal year (five planning years are covered) then by new or expanded program category. (Organization and development of these NEPRs or new and expanded program requests is discussed in the RAMP at Eastern section of this paper.)

Another area expected to be covered under instructional activities is clientele served. Students are described in terms of age, ethnic background, enrollment status (full-time or part-time), geographic origin, high school rank, entrance test scores, and major program fields of interest. Any significant changes in these characteristics are to be noted. Other student-related information to be reported and critically analyzed includes:

1. Length of time taken for degree or program objective completion
2. Attrition rate
3. Average grades received and grade trends
4. Increase or decrease in credit hour load per student
5. Increase or decrease in class size
6. Ratios involving applications, acceptances, and actual enrollments

Utilization of faculty and staff is another consideration under the instructional activities category of the Technical Plan. The university is expected to discuss in some detail current faculty and staff workloads and plans for decreasing or increasing these loads. The problem of inequities of workloads or variance by rank or staff is addressed. Statements are included regarding any noticeable change in the ratio of teaching hours to teaching preparation hours. Much of this information is supplied by review of Faculty Load Reports which have been collected from time to time.

Finally, specific subjects such as space use and support functions related to the instructional program may be included here, even though they may be developed more fully in other areas of the report.

#### Organized Research and Public Service

The functional categories of public service and research follow the same general organizational pattern as instructional activities, though they are generally less developed. In these areas, current programs and activities are identified and evaluated. There is detailed discussion of any plans for expanding research and public service programs. In the area of research, information may be presented in categories of projects funded internally (appropriated funds), and those funded externally (grants and agency support). Instructions for FY79 RAMP call for a specific description of administrative organization for each type of research. The university is expected to describe

efforts for encouraging research through allocation of appropriated funds, provision of released time, and administrative assistance in pursuing projects and obtaining external funding. With regard to externally funded research, the university is expected to realistically assess its ability to obtain funds.

For the area of public services, clientele are identified and described in some detail. Information provided includes who benefits from specific programs, how extensive the programs are, how many people are served, and how many people will probably be served in the future.

#### Supportive Functions

The fourth area of the Technical Plan--support functions--may present a description of existing quality of support functions. If new or expanded programs fall into this category, they are to be described here. Often, changes and expansions in this area are referred to as "special needs." The breakdown of support functions is described more thoroughly in the Resource Requirements Plan chapter of this paper. In general, these are divided into categories of academic support, student services, institutional support, and operation and maintenance of the physical plant. Into each of these areas, as defined by the Board of Higher Education, are placed the various support system components of the university. For instance, academic support includes libraries and galleries; student services includes health services,

financial aids, counseling and career services, and social and cultural services; general institutional support encompasses administrative management, fiscal operations, and computer services; and operation and maintenance of the physical plant includes custodial service, security, grounds maintenance, and remodeling.

These four major areas of the Technical Plan--instructional activities, research, public services, and support functions--provide a comprehensive view of all of the programs and activities a university currently offers or plans to offer. Activities in these areas are reviewed and assessed with the idea of answering basic questions such as how current programs and services can be improved, what current programs and services are no longer required, and what new programs and services are desirable or should be implemented. All aspects of the Technical Plan relate to the university's goals, objectives, and purposes as presented in the statement on program direction.



## RESOURCE REQUIREMENTS PLAN

The Resource Requirements section of RAMP is designed to present a comprehensive picture of the total financial resources required by a university during a given fiscal year. This budget information is divided into two major sections--Operating Requirements and Capital Requirements. Each of these sections may be subdivided into as many as sixty or seventy data tables and accompanying narratives. These tables contain information regarding clientele to be served, sources of funds (appropriated and non-appropriated, for example) and breakdown of expenditures by functional categories and subcategories. Most of the data tables cover the eight years to be considered in RAMP, that is--two historical years, the current year, the budget year, and four "outyears" for future projections and planning. The purpose of this chronology is to provide a comprehensive picture of resource allocation and indicate the relation of expected changes in allocation to the institution's program direction. It also provides the BHE with some indication of financial requirements over a five-year period, although projections tend to be progressively less accurate through each year beyond the budget year.

The BHE provides each university with extensive directions for

preparing, organizing and submitting the data required. Their RAMP manual contains specific instructions for and samples of each table required, and appendices providing definitions of terms used, classification systems, and functional categories lists. Many cross-references are used in the tables, so that, for instance, an expense item may be identified under a certain functional category and also linked to a specific new or expanded program, or program aggregate. The functional classification system used by RAMP is based on that proposed in the Wells Report which in turn resembles the Program Classification Structure (PCS) developed by NCHEMS (National Council for Higher Education Management Systems).

#### Functional Classification System

##### Instructional Activities

- General Academic Instruction
- Occupational and Vocational Instruction
- Special Session Instruction
- Extension Instruction
- Departmental Research
- Instructional Support

##### Organized Research Activities

- Institutes and Research Centers
- Individual or Project Research (Funded)
- Research Support

##### Public Service Activities

- Community Education
- Community Service
- Cooperative Extension Service
- Public Service Support

##### Academic Support Activities

- Libraries
- Museums and Galleries
- Special Academic Functions

Student Services Activities

- Social and Cultural Development
- Supplementary Education Services
- Counseling and Career Services
- Financial Aid Administration
- Financial Grants-In-Aid
- Student Services Support

Institutional Support Activities

- Executive Management
- Fiscal Operations
- General Administrative Services
- Logistical Services
- Faculty and Staff Services

Operation and Maintenance of Physical Plant Activities

- Superintendence
- Custodial Services
- Building Maintenance
- Ground Maintenance
- Utilities-Purchased
- Utilities-Plants
- Renewal, Replacement, Remodeling
- Security
- Fire Protection
- Transportation
- Rental of Space
- Other O & M Activities Not Elsewhere Classified

Independent Operations

- Auxiliary Enterprises
- Outside Agencies

Retirement Contributions

Refunds

Detailed descriptions and definitions of the Functional Classification System are included as an appendix in the RAMP manual.

### Operating Requirements

The Operating Requirements portion of RAMP is divided into the following major groups:

1. Summary of Operating Costs
2. Detail by Functional Category
3. Student Enrollments and Credit Hours
4. Universities Income Fund Estimates
5. Degrees Earned
6. Other

Data tables required for this section may vary from year to year, but they continue to cover the same major areas. Following is a listing of Operating Requirements Tables used for FY76 budget requests:

- 1.0 Summary of Operating Costs by Function
  - 1.1 Summary of Staff Requirements
  - 1.2 Summary of Staff Earnings
  - 1.3 Summary of Estimated State Appropriated Resources  
FY1976
  - 1.4 Summary of Estimated Non-Appropriated Resources  
FY1976
  - 1.5 Summary of Operating Costs by Object Expenditure
- 2.0 Detailed Breakdown of Instructional Activities
  - 2.1 Staff Requirements
  - 2.2 Staff Earnings
  - 2.3 Operating Budget Request Backup by Functional Sub-  
categories
  - 2.4 Faculty Requirements for Instructional Activities
- 3.0 Detailed Breakdown of Public Service
  - 3.1 Staff Requirements
  - 3.2 Staff Earnings
  - 3.3 Operating Budget Request Backup by Functional Sub-  
categories

- 4.0 Detailed Breakdown of Organized Research
  - 4.1 Staff Requirements
  - 4.2 Staff Earnings
  - 4.3 Operating Budget Request Backup by Functional Sub-categories
- 5.0 Detailed Breakdown of Academic Support
  - 5.1 Staff Requirements
  - 5.2 Staff Earnings
  - 5.3 Operating Budget Request Backup by Functional Sub-categories
- 6.0 Detailed Breakdown of Student Services
  - 6.1 Staff Requirements
  - 6.2 Staff Earnings
  - 6.3 Operating Budget Request Backup by Functional Sub-categories
  - 6.4 Federal Student Aid Programs
  - 6.5 Calculation of Fees Paid for Students Receiving Statutory Tuition Waivers
- 7.0 Detailed Breakdown of Institutional Support
  - 7.1 Staff Requirements
  - 7.2 Staff Earnings
  - 7.3 Operating Budget Request Backup by Functional Sub-categories
- 8.0 Detailed Breakdown of O and M
  - 8.1 Staff Requirements
  - 8.2 Staff Earnings
  - 8.3 Operating Budget Request Backup by Functional Sub-categories
  - 8.4 Operating Costs for New Buildings
  - 8.5 Building to be Closed or Rented Space to be Vacated
  - 8.6 Funds for Remodeling - 1975-76
- 9.0 Detailed Breakdown of Independent Operations
  - 9.1 Staff Requirements
  - 9.2 Staff Earnings
  - 9.3 Operating Budget Request Backup by Functional Sub-categories
- 10.0 Refunds
  - 10.1 Calculation of Refunds
- 11.0 Retirement Contributions

- 12.0 Student Enrollments and Credit Hours
  - 12.1 Backup for Student Enrollments - FY74
  - 12.2 Headcount Majors by Program
- 13.0 Universities Income Fund Estimates
  - 13.1 Calculation of Tuition Estimates
  - 13.2 Calculation of Tuition Not Collected Due to Tuition Waivers
- 14.0 Total Degrees Earned
  - 14.1 Degrees Conferred by Academic Level
- 15.0 Faculty Age Distribution by Tenure Status - 1974-75

Operating requirements data provide estimates of revenue from the various sources as well as indicating how funds are to be allocated. Statistics on student enrollments, degrees earned, and faculty age distribution by tenure status present information which may be used for determining current and future faculty and staff requirements. Sample tables on pages 19 and 20 are from Eastern's Operating Requirements for RAMP FY78. Table 1.0 provides a summary of operating costs by functional category, and an estimate of total funds received from various sources. Table 2.0 shows a detailed breakdown of operating requirements for instructional activities categories. One of the tables of this section--Headcount Major by Program--is really too extensive to be included as a sample; (it encompasses seventeen pages). It is, however, an important indication of which programs are attracting the greatest number of students, and therefore may serve as a basis for allocation of funds or for program changes.

Table 1.0

## Summary of Operating Costs by Function

System Board of GovernorsInstitution Eastern Illinois UniversityCampus Charleston, IL 61920Code 12

(in thousands of dollars)

Line Code	Functional Classification	Historical Years		Current Year	Budget Year	2nd Year	3rd Year	4th Year	5th Year
		74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82
	Instructional Activities	10,966.7	11,310.1	11,588.4	13,462.0	14,139.0	14,218.0	14,398.0	14,423.0
	Organized Research	178.7	216.7	222.4	239.7	239.7	239.7	239.7	239.7
	Public Service	229.4	482.7	506.9	532.4	532.4	532.4	532.4	532.4
	Academic Support	1,651.1	1,662.7	1,741.0	2,195.0	2,195.0	2,195.0	2,195.0	2,195.0
	Student Services	2,198.0	2,368.8	2,438.8	2,657.3	2,657.3	2,657.3	2,657.3	2,657.3
	Institutional Support	1,779.7	1,813.0	1,920.0	2,189.3	2,189.3	2,189.3	2,189.3	2,189.3
	Operations & Maintenance of								
	Physical Plant	2,863.6	2,908.0	3,214.7	3,923.7	3,923.7	3,923.7	3,923.7	3,923.7
	Independent Operations	6,980.7	7,797.8	7,772.8	8,301.6	8,301.6	8,301.6	8,301.6	8,301.6
	Refunds	87.6	91.6	118.1	118.1	118.1	118.1	118.1	118.1
	Unexpended-Lapsed Funds	30.0	-	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
	Subtotal	26,965.5	28,651.4	29,523.1	33,619.1	34,296.1	34,375.1	34,555.1	34,580.1
	Retirement Contributions	714.4	1,034.9	1,187.1	3,496.0	3,564.9	3,572.9	3,591.2	3,595.5
	Total	27,679.9	29,686.3	30,710.2	37,115.1	37,861.0	37,948.0	38,146.3	38,175.6

Sources of Funds

Appropriated State Funds									
State Funds - Total	18,612.2	19,312.0	20,220.7	25,973.7	26,719.6	26,806.6	27,004.9	27,034.2	
General Revenue	15,409.1	15,409.6	16,126.5	21,858.1	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Income Fund	3,203.1	3,902.4	4,094.2	4,115.6	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Other - Total	-	-	-	-	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Non-appropriated Funds	9,067.7	10,374.3	10,489.5	11,141.4	11,141.4	11,141.4	11,141.4	11,141.4	
Federal - Total	499.0	416.6	421.1	447.3	447.3	447.3	447.3	447.3	
Other - Total	8,568.7	9,957.7	10,068.4	10,694.1	10,694.1	10,694.1	10,694.1	10,694.1	
Auxiliary Enterprises	372.6	449.7	406.8	430.1	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Grants and Donations	135.0	124.8	126.6	134.5	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
State Grants & Contracts	275.0	280.5	283.6	301.2	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Other	7,786.1	9,102.7	9,251.4	9,828.3	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	
Grand Total - All Funds	27,679.9	29,686.3	30,710.2	37,115.1	37,861.0	37,948.0	38,146.3	38,175.6	

Table 2.0

Detailed Breakdown of Instructional ActivitiesSystem Board of Governors Institution Eastern Illinois UniversityCampus Charleston, IL 61920 Code 12

(in thousands of dollars)

Line Code	Functional Classification	Historical 1974-75		1975-76		Current 1976-77		Budget 1977-78	
		All Funds	State	All Funds	State	All Funds	State	All Funds	State
	Appropriated State Funds								
620	Instructional Activities - Total	<u>10,966.7</u>	<u>10,796.8</u>	<u>11,310.1</u>	<u>11,121.3</u>	<u>11,588.4</u>	<u>11,390.2</u>	<u>13,462.0</u>	<u>13,253.8</u>
630	General Academic Instruction	<u>9,571.5</u>	<u>9,571.5</u>	<u>9,763.3</u>	<u>9,763.3</u>	<u>10,048.6</u>	<u>10,048.6</u>	<u>11,539.5</u>	<u>11,539.5</u>
640	Occupational and Voca- tional Instruction	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
650	Special Session Instruction	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
660	Off-Campus Instruction	<u>383.0</u>	<u>231.3</u>	<u>517.4</u>	<u>350.5</u>	<u>476.5</u>	<u>301.3</u>	<u>631.0</u>	<u>447.0</u>
670	Departmental Research	<u>56.7</u>	<u>56.7</u>	<u>45.3</u>	<u>45.3</u>	<u>45.3</u>	<u>45.3</u>	<u>45.3</u>	<u>45.3</u>
680	Admissions and Records	<u>292.1</u>	<u>292.1</u>	<u>306.3</u>	<u>306.3</u>	<u>305.6</u>	<u>305.6</u>	<u>351.2</u>	<u>351.2</u>
690	Instructional Support	<u>663.4</u>	<u>645.2</u>	<u>677.8</u>	<u>655.9</u>	<u>712.4</u>	<u>689.4</u>	<u>895.0</u>	<u>870.8</u>



### Capital Requirements

The Capital Requirements portion of RAMP is divided into the following sections:

1. General Planning Information
2. Fiscal Year Capital Budget Requests
3. Supplementary Data for Capital Budget Requests
4. Building Program Statement
5. Terms and Definitions

As with Operating Requirements, data tables for these sections may vary from year to year, but they cover the same general categories. Following is a listing of Capital Requirements Tables used for FY76 budget requests:

#### Section 1 - General Planning Information

Table 1.0 - Capital Costs by Budget Category - 1973-80

Table 2.0 - Enrollment Data - 1972-79

Table 3.0 - Space Estimates - 1972-79

Table 3.1 - Space Estimates Backup

Table 4.0 - Total Space Additions and Reductions - 1973-80

Table 4.1 - Total NASF Space Additions and Reductions by Room Type - 1973-80

Table 5.0 - Total Leased/Rented NASF Space Additions and Reductions by Room Type - 1973-80

Table 5.1 - List of Rental Property to Accompany Capital Requests for Fiscal Year 1976

Table 6.0 - Parking Facilities and Income - 1973-80

## Section 2 - Fiscal 1976 Capital Budget Requests

- Table 7.0 - Summary of Capital Budget Requests Listed in Priority Order for Fiscal Year 1976
- Table 8.0 - Summary of Capital Budget Requests for Fiscal Year 1976
- Table 8.1 - Programming of Requested Capital Funds for Buildings, Additions, and/or Structures
- Table 8.1A - Proposed Program for Authorization of Expenditures During the Life of the Aggregate Project
- Table 8.1B - Construction Schedule of Proposed New Buildings Through Target Year
- Table 8.2 - Programming of Requested Capital Funds to Complete Bond Eligible Buildings
- Table 8.3 - Programming of Requested Capital Funds for Land
- Table 8.4 - Programming of Requested Capital Funds for Equipment
- Table 8.4A - BHE Preliminary Equipment List
- Table 8.5 - Programming of Requested Capital Funds for Utilities
- Table 8.6 - Programming of Requested Capital Funds for Remodeling and Rehabilitation
- Table 8.6A - Construction Schedule for Remodeling and Rehabilitation Through Target Year
- Table 8.7 - Programming of Requested Capital Funds for Site Improvements
- Table 8.8 - Programming of Requested Capital Funds for Planning
- Table 8.9 - Programming of Requested Capital Funds for Cooperative Improvements

## Section 3 - Supplementary Data for Capital Budget Requests

- Table 9.0 - CDB Preliminary Equipment List

Some of these tables are to be accompanied by a narrative statement, and any new building request or any proposed remodeling project which exceeds \$100,000 must be accompanied by a building program statement. The purposes of a building program statement are to establish design requirements within which the architect and planner must work and to describe for the architect certain activities, functions and purposes of a building.

To illustrate more clearly the type of data submitted for this section, sample tables on pages 24 through 29 were taken from the Eastern Illinois University Capital Requirements section of RAMP FY78. Table 1.0 shows total capital costs by budget category, Table 2.0 provides enrollment data which may be used in part as justification for required resources, Table 7.0 shows a summary of capital budget requests listed in priority order for FY78, and Table 8.0 summarizes capital budget requests for FY78 by categories.

Table 1.0

Capital Costs by Budget Category, FY1975-82

System Board of Governors

Institution Eastern Illinois University

Campus Charleston, IL 61920

Code 12

Line Code	Capital Category	Historical Years 74-75	75-76	Current Year 76-77	Budget Year 77-78	2nd Year 78-79	3rd Year 79-80	4th Year 80-81	5th Year 81-82
<u>Dollar Requirements</u>									
10	Bldgs, Addns, and/or Structs		45.0		499.9	1678.0	2700.0		
20	Funds to Complete								
30	Land								
40	Equipment					31.0	150.0	375.0	
50	Utilities				50.0			200.0	
60	Remodeling & Rehabilitation	646.4	278.4		1236.5	1593.0	150.0	100.0	150.0
70	Site Improvements	66.2						25.0	25.0
80	Planning								
90	Cooperative Improvements	346.1*							
100	Total	1058.7	323.4		1786.4	3302.0	3000.0	700.0	175.0
<u>Sources of Funds</u>									
120	State Funds, Total	712.6	323.4		1786.4	3302.0	3000.0	700.0	175.0
121	General Revenue	110.4				XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
122	Income Fund					XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
123	CDB Funds	602.2	323.4		1786.4	XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
130	Federal, Total								
140	Other, Total	346.1*							
141	Auxiliary Enterprises					XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
142	Grants and Donations					XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
143	Bond Funds					XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
144	Other (Road Fund)	346.1*				XXXXXXX	XXXXXXX	XXXXXXX	XXXXXXX
150	Grand Total	1058.7	323.4		1786.4	3302.0	3000.0	700.0	175.0

\* Re-appropriated from Road Fund

Table 2.0

Enrollment Data - 1974-81

System Board of Governors Institution Eastern Illinois University  
 Campus Charleston, IL 61920 Code 12

On-Campus Students

Enrollments		Lower Division	Upper Division	Undergrad Total	Prof. Student	Grad I	Grad II	Total Graduate & Prof.	Total
1974 Fall Term									
10	Headcount Day	3,411	3,186	6,597		806		806	7,403
20	FTE Day	3,425	3,141	6,566		562		562	7,128
30	Total Headcount*	3,698	3,454	7,152		874		874	8,026
40	Total FTE*	3,764	3,451	7,215		617		617	7,832
1975 Fall Term									
50	Headcount Day	4,047	3,287	7,334		851		851	8,185
60	FTE Day	4,112	3,290	7,402		610		610	8,012
70	Total Headcount*	4,447	3,612	8,059		935		935	8,994
80	Total FTE*	4,519	3,616	8,135		670		670	8,805
1976 Fall Term									
90	Headcount Day	4,559	3,326	7,885		851		851	8,736
100	FTE Day	4,496	3,409	7,905		651		651	8,556
110	Total Headcount*	5,010	3,655	8,665		935		935	9,600
120	Total FTE*	4,940	3,747	8,687		715		715	9,402
1977 Fall Term									
130	Headcount Day	4,654	3,395	8,049		869		869	8,939
140	FTE Day	4,587	3,483	8,070		664		664	8,734
150	Total Headcount*	5,114	3,731	8,845		955		955	9,800
160	Total FTE*	5,041	3,827	8,868		730		730	9,598

\* Total Headcount and FTE should include day and evening, full-time and part-time students, on-campus only.

Table 2.0 (continued)

Enrollment Data -

System Board of Governors Institution Eastern Illinois University  
 Campus Charleston, IL 61920 Code 12

On-Campus Students

Enrollments		Lower Division	Upper Division	Undergrad Total	Prof. Student	Grad I	Grad II	Total Graduate & Prof.	Total
1978 Fall Term									
170	Headcount Day	4,654	3,395	8,049		869		869	8,939
180	FTE Day	4,587	3,483	8,070		664		664	8,734
190	Total Headcount*	5,114	3,731	8,845		955		955	9,800
200	Total FTE*	5,041	3,827	8,868		730		730	9,598
1979 Fall Term									
210	Headcount Day	4,654	3,395	8,049		869		869	8,939
220	FTE Day	4,587	3,483	8,070		664		664	8,734
230	Total Headcount*	5,114	3,731	8,845		955		955	9,800
240	Total FTE*	5,041	3,827	8,868		730		730	9,598
1980 Fall Term									
250	Headcount Day	4,654	3,395	8,049		869		869	8,939
260	FTE Day	4,587	3,483	8,070		664		664	8,734
270	Total Headcount*	5,114	3,731	8,845		955		955	9,800
280	Total FTE*	5,041	3,827	8,868		730		730	9,598
1981 Fall Term									
290	Headcount Day	4,654	3,395	8,049		869		869	8,939
300	FTE Day	4,587	3,483	8,070		664		664	8,734
310	Total Headcount*	5,114	3,731	8,845		955		955	9,800
320	Total FTE*	5,041	3,827	8,868		730		730	9,598

\* Total Headcount and FTE should include day and evening, full-time and part-time students, on-campus only.

Table 7.0

Summary of Capital Budget Requests  
Listed in Priority Order for Fiscal Year 1978

System Board of Governors Institution Eastern Illinois University

Campus Charleston, IL 61920 Code 12

<u>Priority</u>	<u>Page No.</u>	<u>Project Description</u>	<u>Code Project</u>	<u>Budget Category</u>	<u>Amount Requested</u>	<u>Cumulative Total</u>
1	35-36	Old Main, Phase I	78-1	Remodeling	\$ 912,000	\$ 912,000
2	36-38	Buzzard Educational Building	78-2	Remodeling	66,500	978,500
3	38	Large Group Instructional Facilities	78-3	Remodeling	34,000	1,012,500
4	33	Shielded Cable Replacement	78-4	Utilities	50,000	1,062,500
5	16	Environmental Studies Laboratory	78-5	Buildings A/S	287,000	1,349,500
6	38-40	Misc. Remodeling & Rehabilitation OSHA Compliance (\$65,000) Psychology Laboratory (\$6,500) Chemistry Laboratory (\$45,000) Buzzard House Remodeling (\$30,000) Heating Plant Compressor (\$7,500) Smoke Stack Demolition (\$8,000)	78-6	Remodeling	162,000	1,511,500
7	16-17	Fine Arts Addition, Phase III	78-7	Buildings A/S	100,000	1,611,500
8	17-18	Security Addition	78-8	Buildings A/S	81,800	1,693,300
9	40	Buzzard Educational Building Pool	78-9	Remodeling	22,000	1,715,300
10	40	Clinical Services Building Air-Conditioning	78-10	Remodeling	40,000	1,755,300
11	18	Physical Plant Storage	78-11	Buildings A/S	31,100	1,786,400

27

Summary of Capital Budget Requests for Fiscal Year 1978System Board of Governors Institution Eastern Illinois UniversityCampus Charleston, IL 61920 Code 12

	Page No.	Project Code	Total Cost	Anticipated Financing		
				Bond Eligible	General Revenue	Other Sources
<u>Category 1-Bldgs., Additions, and/or Structures</u>						
Environmental Studies Laboratory	16	78-5	\$ 287,000	\$ 287,000		
Fine Arts Addition, Phase III	16-17	78-7	\$ 100,000	\$ 100,000		
Security Addition	17-18	78-8	\$ 81,800	\$ 81,800		
Physical Plant Storage	18	78-11	\$ 31,100	\$ 31,100		
Subtotal, Bldgs., Additions, and/or Structures			(\$ 499,900)	(\$ 499,900)		
<u>Category 2-Funds to Complete</u>			NO REQUEST			
<u>Category 3-Land</u>			NO REQUEST			
<u>Category 4-Equipment</u>			NO REQUEST			
<u>Category 5-Utilities</u>						
Shielded Cable Replacement	33	78-4	\$ 50,000	\$ 50,000		
Subtotal, Utilities			(\$ 50,000)	(\$ 50,000)		
<u>Category 6-Remodeling and Rehabilitation</u>						
Old Main, Phase I	35-36	78-1	\$ 912,000	\$ 912,000		
Buzzard Educational Building	36-38	78-2	\$ 66,500	\$ 66,500		
Large Group Instructional Facilities	38	78-3	\$ 34,000	\$ 34,000		
Misc. Remodeling & Rehabilitation	38-40	78-6	\$ 162,000	\$ 162,000		



	Page No.	Project Code	Total Cost	Anticipated Financing		
				Bond Eligible	General Revenue	Other Sources
Buzzard Educational Building Pool	40	78-9	\$ 22,000	\$ 22,000		
Clinical Services Building Air-Conditioning	40	78-10	\$ 40,000	\$ 40,000		
Subtotal, Remodeling and Rehabilitation			(\$1,236,500)	(\$1,236,500)		
<u>Category 7-Site Improvements</u>			NO REQUEST			
<u>Category 8-Planning</u>			NO REQUEST			
<u>Category 9-Cooperative Improvements</u>			NO REQUEST			
Total - FY1978 Capital Budget Requests			<u>\$1,786,400</u>	<u>\$1,786,400</u>		

## RAMP AT EASTERN ILLINOIS UNIVERSITY

Preparation of the RAMP documents at Eastern requires a significant proportion of time and staff effort on the part of a number of offices at the university. According to the Budget Officer, for example, most of the duties performed by the Budget Office relate to RAMP.<sup>4</sup> (It should be noted that much of the data collected and organized for RAMP are also used in the same format or with slight variations for a number of other reports and analyses.) Other administrative offices which devote significant time and effort to the preparation of these documents include the offices of the Vice Presidents for Academic Affairs, Administrative Affairs, and Business Affairs.

As with any comprehensive program review and budget proposal, essentially all elements of the university are involved in some manner in the preparation of the Resource Allocation and Management Program. All information is compiled and organized by the Office of Institutional Research for submission in the requested format to the Board of Higher Education.

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<sup>4</sup>From an informal interview with Mr. John Morrissey, Eastern's Budget Officer, April, 1977.

Data gathering and program evaluation and planning are continuous processes at the university, and it is therefore difficult to designate specific beginning and ending points for the preparation of RAMP. However, the following chronology gives some indication of the procedural steps involved. Throughout the time period indicated, information is continuously being received and compiled in the Office of Institutional Research.

#### Preparation of RAMP FY79 at Eastern

January 1977      NEPRs are submitted by the deans to the Vice President for Academic Affairs.

The Board of Governors Executive Office and staff meet with the Board of Higher Education to decide the possible total increase in budget over projected FY78 appropriations.

The Board of Governors staff meets with the Vice President for Administrative Affairs to discuss and approve the total percentage budget increases over projected FY78 appropriations. Within this percentage increase certain items are to be developed by formula, so that it becomes apparent at this point how many dollars will be available for all other types of university requests.

February 1977      The university President, Administrative Vice President, and the Budget Officer are informed of percentage assumptions in the budget formula increases.

The Board of Governors informs the Vice President for Academic Affairs of the total estimated dollar amounts remaining after formula calculations. The Vice President for Academic Affairs then consults with the President and the Vice President for Administrative Affairs to determine how much of funds remaining may be devoted to new and expanded programs, special needs, and support needs in the academic program area for FY79.

The Vice President for Academic Affairs requests that the academic deans, the Director of Vocational and Technical Education, and the Director of Continuing Education prepare RAMP materials for programs in their respective areas.

- March 1977      The Vice President for Academic Affairs meets with the Council for Academic Affairs to finalize budget requests for academic areas.
- New and Expanded Program Request forms are due in the Central Office ("Central Office" refers to the Board of Governors staff).
- April 1977      Priority order of NEPRs and Special Needs is determined by the Council of Vice Presidents.
- April-May 1977   The Central Office completes review of budget request and their staff visits the Eastern campus to discuss their evaluation and recommendations.
- June 1977      Hearings begin in the Central Office with Presidents and the Executive Officer.
- July 1977      Final recommendations are made to the Board of Governors.
- The General Planning Statements are submitted to the Board of Governors and the Board of Higher Education.
- September 1977   Operating and Capital Resources Statements are submitted to the Board of Governors and the Board of Higher Education.
- December 1977   RAMP documents are submitted to the Governor and the Bureau of the Budget.
- January 1978      The Governor's message to the Legislature indicates whether or not he favors allocation of funds in specific areas as requested by the Board of Higher Education.
- The Legislature appropriates money on line item approval. The Governor may use line item veto.
- If there is no veto, funds pass through appropriate channels to the university for distribution to various fiscal officers. If funds have not been approved as

requested, then the necessary adjustments in budget must be made at this time.

Throughout this entire process, there is considerable opportunity for "political" decisions at all levels. Since many of the individuals responsible for decisions regarding budget allocation may have neither time nor inclination to read all documents or data supportive of programs and requests, much of the information is inevitably relayed by summaries and informal discussions. Consequently, as should be obvious, the RAMP documents do not ensure a clearly analytical procedure for resource allocation and program management. They are, however, an important source of information for those involved in the decision-making process. They also serve as a data base for the Board of Higher Education management system.

Though it is impractical to include a comprehensive checklist of sources for information included in RAMP, the following offers some indication of resources utilized in the General Planning Statement alone.

<u>Section</u>	<u>Source</u>
Program Direction	President's formal speeches and statements, written statement of Vice President for Academic Affairs; NEPRs
Technical Plan	
1. Instructional Activities	
a. Role of the University	Vice President for Academic Affairs
b. Inventory of Existing Programs	Vice President for Academic Affairs
c. Program Review	Vice President for Academic Affairs; deans

<u>Section</u>	<u>Source</u>
d. Program Planning and Development	NEPRs; (department heads, deans)
e. Clientele served	10th Day Reports (Distributed to appropriate offices by Computer Services); National ACT Series
f. Faculty-Staff Utilization	Faculty Load Reports
2. Research	Office of Graduate Studies and Research; Grants List
3. Public Services	Office of Continuing Education and Public Services; University Relations; Dean of Fine Arts
4. Support Functions	Vice President for Business Affairs
5. Facilities	Vice President for Business Affairs; Vice President for Administrative Affairs

## CONCLUSION

In this age of systems approaches for everything from organic gardening to corporate management, it is not surprising to find increasing use of the Resource Allocation and Management Plan in higher education.

Like most other systems, RAMP brings with it both advantages and problems. It is obviously desirable that the Board of Governors, the Board of Higher Education, concerned state officials, and the Legislature have a unified and organized format for reviewing budget requests and allocating funds. The RAMP data can provide much information useful in making decisions regarding whether or not a given expenditure is justifiable in terms of university and statewide program direction, societal needs and area resources. The advantages and uses of RAMP in this regard are obvious, and have been mentioned.

There are, however, some limitations to RAMP and some inherent problems. It is not always possible with present methods of evaluation to determine accurately the value of a program. There is a need to further develop follow-up studies in this regard. Moreover, data collection methods are often unsophisticated, and most involve that basic process of individuals filling out standardized forms. There

is a communication element involved throughout the entire process of data gathering which may at any point prove fallible or inadequate. For example, students have indicated on forms that they are Level II graduate students, assuming that if they are beyond the first year this is considered Level II, while by RAMP definition only doctoral candidates fit into this category. Faculty who prepare the NEPRs are occasionally not properly informed with regard to the functional categories system, the current cost of certain equipment and services, or methods of realistic enrollment projection. Thus their estimates of program expenses and enrollments have to be adjusted at the institutional level in order to appear valid.

In addition to the problems involved in collecting significant and accurate data, consideration must be given to the utilization of staff in preparing RAMP. The entire process of gathering, organizing and interpreting data is time consuming and expensive. As systems are repeatedly used, however, methods do become more efficient and the preparation process may be streamlined. Computer programs specifically designed for these systems also increase efficiency, although the use of computers is itself expensive.

Finally, RAMP, like any system, cannot surpass in value the common sense and intelligence of the individuals involved in using it. Ultimately, individuals must decide whether the Career Occupations program or the Fine Arts Center air conditioning system is more important, or if resources are sufficient to provide for both.