President's Summary Report to Fiscal Monitor
April 14, 2020

To protect the confidentiality of the negotiations process, we have excluded information pertaining to negotiations. However, as required, we have shared that information with our fiscal monitor.

Establish a comprehensive internal auditing capacity

Currently our audit improvements are focusing on two primary areas: updating board policies and implementing the first of several annual audits. Updated board policies are being submitted in April, May, and September. The batch for April has moved through to the Policies & Procedures committee and will be reviewed this month.

The first of several audits is underway with financial aid. An update on this audit will be provided in May.

Review the management structure in all academic and nonacademic areas.

A draft proposal for reorganization review has been designed by Human Resources. We will be updating the Strategic Planning Council in April.

Update and follow a comprehensive districtwide planning process that drives budget development

For Tentative budget development, the discretionary Budgets were successfully "rolled" (after adjusting for one-time augmentations). Simultaneously, the campus has been engaged in a process to analyze unrestricted discretionary funds using three years of past data for comparison and for a request for 2020-2021 allocations. The Acting Superintendent/President has been recognizing team members who have reduced budgets for FY20-21 in his daily email to the campus.

These budget requests will be reconciled prior to final submission of the budget to the board. With all of the changes due to COVID-19, the budget committee is reviewing the FY20-21 proposed COLA, the current deficit factor/revenue shortfall outlined and any other adverse impacts of COVID-19 on employment, the economy, and state finances - which likely will affect college revenues.

The budget development committee together with the Instruction office has implemented a Budget Development process for utilizing Instructional Equipment funding. Departments have submitted requests for funding, and those requests are being reviewed by the Instructional Planning Council in two weeks; funds will be available to purchase approved requests at the start of Fall 2020.

The budget development subcommittee on Program Review has made progress on an institutional process for the entire college regarding all sources of discretionary revenue and should have a draft proposal prepared by the end of the term.

To optimize offerings for students, establish and follow a college wide comprehensive enrollment management plan

Enrollment Management goals have been set institutionally to correspond to the SCFF (including retention goals). Spring 2021 scheduling is set at 7 FTEF lower than that for the Spring 2020 schedule, continuing to focus on high demand courses and courses required for completion.

The team will be updating the college's Strategic Enrollment Management (SEM) plan to incorporate FCMAT suggestions and to include an explicit retention plan as well as a timeline for annual planning and scheduling. This updated plan will be completed by the end of the summer term.

With respect to the development of technical tools meant to improve upon our course offerings, steady progress has been made with Ad Astra, Mapper, and Starfish. The Ad Astra team has reviewed pathways that are now entered and has identified those missing by reviewing student declarations of major. The Mapper team nears the end of its data input of program maps, with its next steps to be a review of all data by counselors, deans, and chairs.

The college is revising policy regarding program review and discontinuation for CTE and non-CTE programs.

Conduct a data integrity study to validate all data used for decision making and to ensure it is accurate and understood consistently by all users

The Data Integrity team has implemented an FTES/FTEF calculator for facilitating FTES, FTES/FTEF targets and FTEF allocation. A list of enrollment management reports has been created with additional reports being added.

A proposal for integrated SEM data sets/report was endorsed by the Data Integrity team and work to develop a SEM "data warehouse" has commenced. A draft action plan for the SEM Warehouse was developed and a working team has met to define data elements specific to course/class section offerings. This data set will be followed up with standard data sets for applications, enrollments, student progress and achievement, and completions.

A Data Element Dictionary (DED) is being created describing each element in the warehouse. The DED will include data definitions, formats, and data stewards. Data stewards will be responsible for reviewing data elements for accuracy. Finally, members of the team are refining and validating a standard WSCH/FTES/FTEF report to support the Enrollment Management Task Force.

Integrate position control and enrollment management with the financial reporting systems in accordance with standard and best practice

HR has "inactivated" all positions that are not budgeted and not filled. This list will be sent to management to review and make a final recommendation. This should be completed by May.

The Executive Team and Human Resources will be setting up a ranking process for replacement positions, tying to program review and a quarterly executive review. In addition we are discussing a plan this month for forecasting for planning purposes, and defining Peoplesoft Codes for best practice usage in making decisions. Updates on all of those items will be available in May.

We are meeting with vendors on 4/14 to discuss Implementing Commitment Accounting features and functionality in PeopleSoft.

Establish and follow a comprehensive training program for the following areas: budget, ed code, government responsibilities

<u>Board</u>

Following the FCMAT fiscal presentation to the board last month, Professional Development sent Key Fiscal Questions for Trustees worksheet to the Trustees for feedback and then met with VP Ligioso to discuss development of training tools to assist Trustees in better managing their response to these questions. In addition, they are gathering information from all VP's to create an online training on Ed code, Title V and policies and procedures.

<u>Institutional</u>

The district hired Matt Grills as Professional Development Program Coordinator in order to ensure we could provide ongoing training to our staff and develop ongoing support. Matt has worked with Kelly Falcone, Faculty Professional Development Coordinator, to create a preliminary list of all required annual trainings for staff. He has also worked with the budget development team on improving fiscal trainings (materials and presentations). Additionally, he has helped to provide training on new processes including monthly requisitions, new Payment Request functionality, and Budget Transfer functionality.

The following data is comparing the same timeframe, March 13th to April 13th, from 2019 compared to 2020.
Our employees have **completed 191% more trainings** than the same time last year (785 trainings completed in 2019, compared to 2,290 trainings completed in 2020). This includes all types of trainings available, including: Workshops offered by our college, online classes available in the 3PD Portal, videos, and External Training employees complete on their own time. This increase includes a 306% increase in the amount of workshops offered by Palomar College that our employees have completed. This increase also includes a 59% increase in the number of online trainings completed by our employees.

Comparing Completed Training by Employee Group between the same timeframe in 2019 to 2020:

- 165% increase in training completed by our Part-Time Faculty
- 194% increase in training completed by our Full-Time Faculty
- 314% increase in training completed by our Classified Employees
- 260% increase in training completed by our Administration & GB
- 180% increase in training completed by our Certificated, Short-Term, & Student Employees