



## STRATEGIC PLANNING COUNCIL AGENDA

Date: August 12, 2015  
Starting Time: 9:00 a.m.  
Ending Time: 12:00 p.m.  
Place: **AA-140**

**CHAIR:** Gonzales

**MEMBERS:** Barton, Claypool, Dryden, Falcone, Holmes, Larson, Laughlin, Lienhart, Moore, Navarro, Perez, Popielski, San Juan, Sourbeer, Smiley, Spence, Stockert, Talmo, Titus, Wick

**RECORDER:** Ashour

	Attachments	Time
A. <u>SPC ORIENTATION AND WELCOME</u>		2 HR
B. <u>FIRST READING: STRATEGIC PLAN 2016 YEAR 3</u>		30 MIN
C. <u>ANNUAL GOVERNANCE EVALUATION</u>		30 MIN



## STRATEGIC PLANNING COUNCIL MEETING MINUTES August 12, 2015

A Special meeting of the Palomar College Strategic Planning Council scheduled August 12, 2015, was held in AA-140. Interim President Adrian Gonzales called the meeting to order at 2:00 p.m.

### **ROLL CALL**

Present: Barton, Dryden, Falcone, Gonzales, Larson, Laughlin, Lienhart, Navarro, Perez, Popielski, San Juan, Sivert, Sourbeer, Smiley, Stockert, Talmo, Titus, Wick  
Recorder: Cheryl Ashour  
Absent: Holmes, Moore, Spence  
Guest: Kendyl Magnuson, Bernard Sena

### **A. SPC ORIENTATION AND WELCOME**

Adrian Gonzales presented an overview of the day's meeting. He stated that the goal is to change the dynamic in SPC: create opportunity for more discussion; less reporting out; and bring up issues to SPC from the council and committee level.

Michelle Barton reviewed the SPC membership and led a discussion on the following topics:

- Governance
  - Definition and what it means to serve on a governance committee
  - Strengths and challenges
  - Questions on governance
    - When/how the structure was established
    - Why so many committees
    - Who makes the final decision
    - How are decisions made when there is not agreement
    - What is the difference between councils and committees
    - How is it all connected
    - How do you measure effectiveness of decisions and outcomes
  - Implementing governance at Palomar
    - Who participates and what is their role
    - Governance structure and process
      - Governance or operations
- Planning
  - Planning cycles
  - College plans due this fiscal year

Dan Sourbeer led a discussion on Enrollment Management:

- Important terms defined and explained
  - Full Time Equivalent Student (FTES), Student Headcount, Full time Equivalent Faculty (FTEF), Faculty Headcount, Weekly faculty contact hours (WFCH), Weekly Student Contact Hours (WFCH)
- Funding formula
- How do we reach target
  - Palomar reaching the large college target probably not possible
    - What this will mean to College
  - Addressing efficiency and right sizing when scheduling classes
    - Communication to full and part time faculty, chairs and directors, management, and classified staff

Ron Perez led a discussion on the budget:

- Fund balance history
- Two year summary
- District-wide Concerns
  - Balance budget
  - Accreditation
  - Retiree Health – Fund 69
  - STRS/PERS increase
  - Prop 30 tax expiration
  - Declining enrollment
- 2015-2016 FTES Projection
- Stability Funding
- Large College Designation/Funding

Dan Sourbeer reported that accreditation was reaffirmed. He discussed the recommendations from ACCJC.

**B. FIRST READING: STRATEGIC PLAN 2016 YEAR 3**

This item was postponed until the next SPC meeting.

**C. ANNUAL GOVERNANCE EVALUATION**

This item was postponed until the next SPC meeting.

**D. ADJOURNMENT**

The meeting was adjourned at 12:00 p.m.



## How We Are Funded

39

## Important Terms

- ▶ **FTES = Full-time Equivalent Student**
  - A Full-time student attends 15 hours/wk (not 12)
  - We are funded per FTES (\$4943/FTES)
  - We budget to an FTES Target/Cap (Base + Growth)
  - Large college cap set by the Chancellor's Office (19,880 FTES for 2015-16)
- ▶ **Student Headcount**
  - Actual number of students taking classes
  - Higher than FTES

40

## Example

- Student 1 takes 9 hrs/wk
- Student 1 takes 4 hrs/wk
- Student 1 takes 5 hrs/wk
- Student 1 takes 18 hrs/wk

How many FTES?  $(36/15) = 2.4$  FTES

What is the Student Headcount? 4.0

41

## Important Terms

- **FTEF = Full Time Equivalent Faculty**
  - Most faculty loads are 15 instructional hours/week
  - A 3 hour class =  $3/15 = 0.2$  FTEF
- **Faculty Headcount**
  - Actual number of faculty members
  - Larger than FTEF

42

## Example

- Instructor 1 teaches 8 hrs/wk
- Instructor 2 teaches 9 hrs/wk
- Instructor 3 teaches 10 hrs/wk
- Instructor 4 teaches 6 hrs/wk

How many FTEF?  $(33/15) = 2.2$  FTEF

What is the Faculty Headcount? 4.0

43

## Important Terms

- **WFCH = Weekly Faculty Contact Hours**
  - Tells us how many hours the class meets each week (not to be confused with units)
  - Example –Biology 201 is a five unit class that meets on Mondays and Wednesdays. The lecture meets 8–9:20 and the laboratory meets 9:30–12:20 = 9 WFCH

44

## Important Terms

- ▶ **WSCH = Weekly Student Contact Hours**
  - Hours class meets per week (WFCH) x enrollment
  - Example: Sociology class of 3 WFCH with 35 students enrolled:  $3 \times 35 = 105$  WSCH

45

## Important Terms

- ▶ **WSCH/FTEF—Efficiency value**
  - 525 WSCH/FTEF is considered the funding baseline for CC's
  - $WSCH/FTEF = (WFCH \times enrollment) / load$

Example 1: Sociology 100 (3 WFCH) 35 students enrolled

- $3 \text{ WFCH} \times 35 \text{ enrolled students} = 105 \text{ WSCH}$
- $105 \text{ WSCH} / .2 \text{ load} = 525 \text{ WSCH/FTEF}$

Example 2: Biology 101 (3 WFCH) 60 students enrolled

- $3 \text{ WFCH} \times 60 \text{ enrolled students} = 180 \text{ WSCH}$
- $180 \text{ WSCH} / .2 \text{ load} = 900 \text{ WSCH/FTEF}$

Example 2: English 100 (3 WFCH) 25 students enrolled

- $3 \text{ WFCH} \times 25 \text{ enrolled students} = 75 \text{ WSCH}$
- $75 \text{ WSCH} / .2 \text{ load} = 375 \text{ WSCH/FTEF}$

46

## Important Terms

- **WSCH/FTEF—Why a baseline of 525?**
  - Typical load = 15 hours = Five three-unit classes
  - The state expects there to be at least 35 students per class x five classes = 175 students per week
  - 175 students per week, meeting 3 hours per week = 525 WSCH (175 x 3)
  - A hold-over from the days of K-14

47

## FTES Calculation

- $FTES = WFCH \times enrollment \times 17.5/525$
- $FTES = WSCH \times 17.5/525$
- $FTES = WSCH/30$

48



## FTES Calculation Examples

Example 1: Sociology 100 (3 WFCH) 35 students enrolled

- $3 \text{ WFCH} \times 35 \text{ enrolled students} = 105 \text{ WSCH}$
- $105 \times 17.5/525 = 105/30 = 3.5 \text{ FTES}$

Example 2: Biology 101 (3 WFCH) 60 students enrolled

- $3 \text{ WFCH} \times 60 \text{ enrolled students} = 180 \text{ WSCH}$
- $180 \times 17.5/525 = 180/30 = 6 \text{ FTES}$

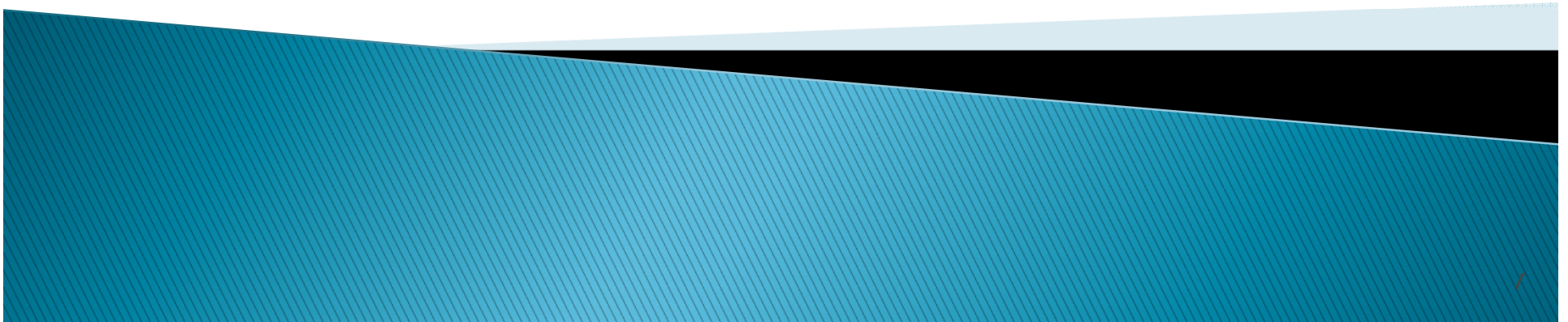
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- $3 \text{ WFCH} \times 25 \text{ enrolled students} = 75 \text{ WSCH}$
- $75 \text{ WSCH} \times 17.5/525 = 75/30 = 2.5 \text{ FTES}$



# Strategic Planning Council Orientation and Kick Off to the Year!

August 2015



# Overview

- ▶ Welcome and introductions
- ▶ Orientation/Revisit Shared Governance
- ▶ Information to set the stage for the year
  - Planning
  - Councils
  - Budget
  - Accreditation
- ▶ Tasks
  - Strategic Plan 2016 Year 3
  - Governance Self-Evaluation



# Welcome and Introductions

## SPC Membership

### Chair

- Superintendent/President

### Members

- Vice President, Instruction
- Vice President, Student Services
- Vice President, Finance and Administrative Services
- Vice President, Human Resource Services
- One Dean, Instruction
- One Dean, Student Services
- Director, Institutional Research
- Director, Student Affairs
- Faculty Coordinator, Professional Development



# Welcome and Introductions

## SPC Membership (Continued)

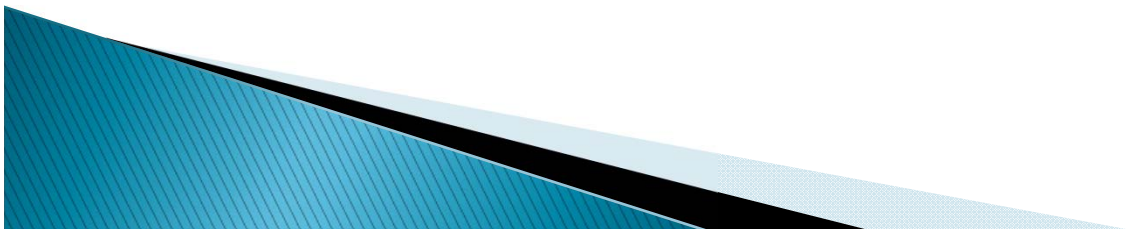
### Members (Continued)

- President, CCE/AFT
- Past President, CCE/AFT (or designee)
- Vice President, CCE/AFT
- President, Faculty Senate
- Past President, Faculty Senate (or designee)
- Three Faculty representatives appointed by Faculty Senate
- Two Co-Presidents, Palomar Faculty Federation
- President, Administrative Association
- President, Confidential and Supervisory Team
- President, Associated Student Government
- Executive Vice President, Associated Student Government (or designee)
- Executive Director, Foundation



# Governance

- ▶ Shared governance
  - How would you define it?
  - What do you think are some of the strengths of a shared governance process?
  - What do you think are some of the challenges?
- ▶ What does it mean to you to serve on a shared governance council?
- ▶ What is one question about Palomar's shared governance process that you have always wanted to ask, but never have?



# Governance

- ▶ Education Code 70902(b)(7)
  - “...ensure faculty, staff, and students...the right to participate effectively in district and college governance.”
- ▶ Implementing regulations (Title 5)
  - Governing Board “consult collegially” with academic senate on academic and professional matters
  - Students and staff have opportunity for “effective participation” in decisions that affect them.
  - Student and faculty defined roles.
- ▶ Note: the term “shared governance” does not appear in Ed Code or Title 5.



# Governance

- ▶ Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.
- ▶ Agreement may not always be possible...
- ▶ Communication is critical.....
- ▶ Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?





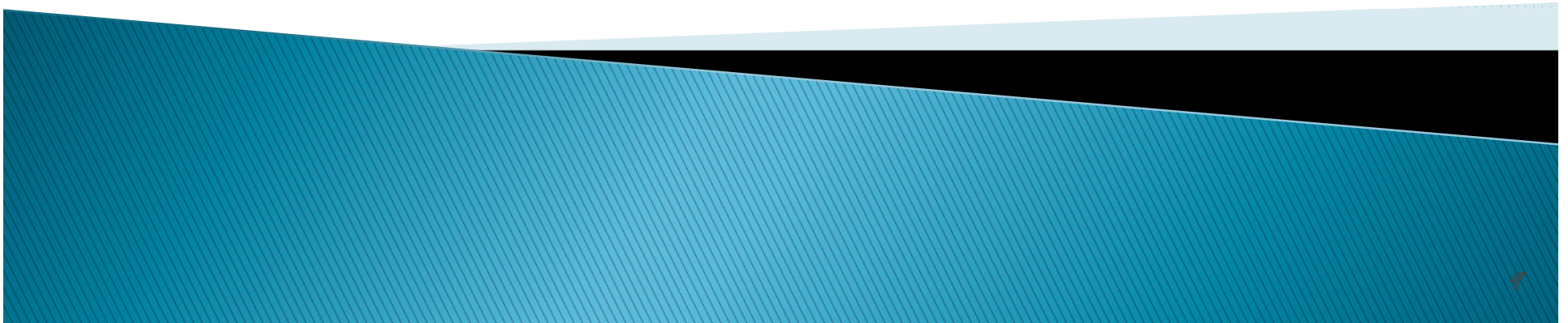
# What we said...

- ▶ Did our perception of shared governance match well with what the regulations say (i.e., Ed Code, Title 5, Q&A)?





# Implementing Governance at Palomar



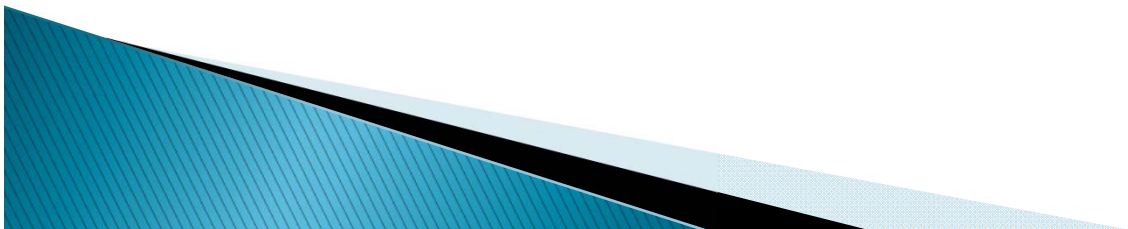
# Implementing Governance at Palomar

- ▶ Who participates?
- ▶ How is our governance structure organized?
- ▶ In what ways do we participate?



# Who Participates

- ▶ Our governance structure was created to fully support the college values of inclusiveness and mutual respect.
- ▶ As described in the *CCLC and Academic Senate Q & A*:
  - Palomar College Governing Board is final authority for governance
  - The Governing Board delegates authority to Superintendent/President
  - The Superintendent/President solicits and receives input through our shared governance decision-making process



# Who Participates

- ▶ The following constituent groups participate
  - Students
  - Faculty
    - Faculty Senate
    - Palomar Faculty Federation
  - Council of Classified Employees
  - Confidential and Supervisory Employees
  - Administrative Employees
  - Superintendent/ President – Senior and Executive Administration



# Who Participates: Role of the Students

- ▶ Regulations specify areas for student participation.
  - Grading
  - Student code of conduct
  - Academic discipline
  - Curriculum
  - Educational programs
  - Processes for budgeting
  - Processes for planning
  - Student standards
  - Student services planning and development
  - Fees
  - Faculty evaluation and hiring
- ▶ The Associated Student Government (ASG) serves as the official representative of the students.



# Who Participates:

## Role of the Faculty – Faculty Senate

- ▶ Regulations specify the role of the faculty
- ▶ The Board of Trustees shall “Consult Collegially” with the Faculty Senate on Academic and Professional Matters
- ▶ Academic and professional matters
  - Curriculum
  - Degree requirements
  - Grading policies
  - Standards or policies regarding student preparation and success
  - Faculty role in governance structures
  - Faculty roles in accreditation processes, including self-study and annual reports
  - Policies for faculty professional development activities
  - Program review process
  - Processes for planning & budgeting
  - Educational program development
  - Other academic and professional matters as mutually agreed upon by the Board and Senate

At Palomar this includes faculty hiring, faculty hiring criteria, and faculty hiring procedures

### ▶ Consult Collegially at Palomar means:

*The Governing Board relies primarily upon the advice and judgment of the faculty senate regarding academic and professional matters.*

# Who Participates:

## Role of the Faculty – The PFF

- ▶ The role of the PFF on SPC and other planning councils involves protecting the processes mutually agreed upon by the District and the PFF in the PFF/District Contract.
- ▶ Collective bargaining issues include but are not limited to evaluation, class sizes, and academic freedom.
- ▶ Through the shared governance process, PFF stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of a larger overall check-and-balance system.
- ▶ Participation by PFF allows for
  - one more perspective to be offered in the work done in committees with the goal of contributing to the discussion in a way consistent with the overall goals and spirit of the contract.
  - identification of potentially problematic issues early on in the shared governance process.
- ▶ At times, the PFF and Faculty Senate work together to deal with issues that fall within both collective bargaining and academic/professional matters, such as grading, where a policy may have implications for working conditions and discipline.



# Who Participates:

## Role of the Classified Staff – CCE

- ▶ Classified staff must be granted the opportunity to participate in the collaborative decision-making process, the developing or changing of policies, procedures and processes, that have an effect upon the classified staff.
- ▶ Classified staff must be granted the opportunity to effectively communicate such developments or changes to the CCE E-Council & their constituents as part of the decision-making processes.
- ▶ The CCE is the sole representative of the classified staff.
- ▶ Participation by the CCE allows for:
  - Inclusiveness in shared governance recommendations and decisions that may impact the College;
  - Better understanding of the vision & goals, policy & procedures and process for the College;
  - Identification of potentially problematic issues early on in the shared governance process;
  - Transparency, promoting mutual respect and trust through open communication and actions;
  - Another perspective offered in developing or changing policies, procedures, and processes;
  - Addressing challenges and providing input through the classified staff and other planning councils.
- ▶ Through the shared governance process, CCE stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of the larger overall check-and-balance system. Collective bargaining issues include, but are not limited to, evaluations, calendar, transfers, layoffs, compensation, health care plans and safety.
- ▶ A full Scope of Bargaining list will be issued to each Classified representative appointed to a governance group by the CCE.

# Who Participates:

## Role of Confidential and Supervisory Staff

- ▶ Staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them and the Palomar Community College District.
- ▶ Areas and processes are not further defined by statute.
- ▶ Confidential and Supervisory Employees are represented by CAST



# Who Participates:

## Role of Administrative Staff

- ▶ Administrative staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them.
- ▶ Areas and processes are not further defined by statute.
- ▶ Administrative staff are tasked with policy implementation.
- ▶ Administrators (excluding the President, Senior, and Executive Administrators) are represented by the Administrative Association
- ▶ Feedback to SPC through Planning Councils and A.A. representatives.
- ▶ While this slide is about administrative staff's role in governance, we should note that administrators are tasked with managing and overseeing their area. In their area administrator role, by necessity, they do make operational decisions.



# Who Participates:

## Role of the Superintendent/President

- ▶ Ensure that the process works.
- ▶ Ensure policies are in place and procedures are followed.
- ▶ Serve as critical link between constituencies and Governing Board (usually serves as the designee of the board in governance matters).
- ▶ Superintendent/President may delegate leadership roles in the governance process to executive level administrators. For example, our Vice Presidents provide leadership on our planning councils.
- ▶ While regulations delegate participation in decision-making, they do not take away the President's responsibility to make decisions.
- ▶ Best situation is when the President and constituent groups are in agreement on recommendations made to the Board.



# Who Participates: Collective Role and Responsibility

- ▶ Collectively, as council or committee members what are our responsibilities?



# Palomar Governance Structure and Process

- ▶ We have the “players”... “who participates” but how do we participate?
- ▶ Our structure is made up of councils, committees, task forces...(insert link)
- ▶ Link to Governance Structure Organizational Chart



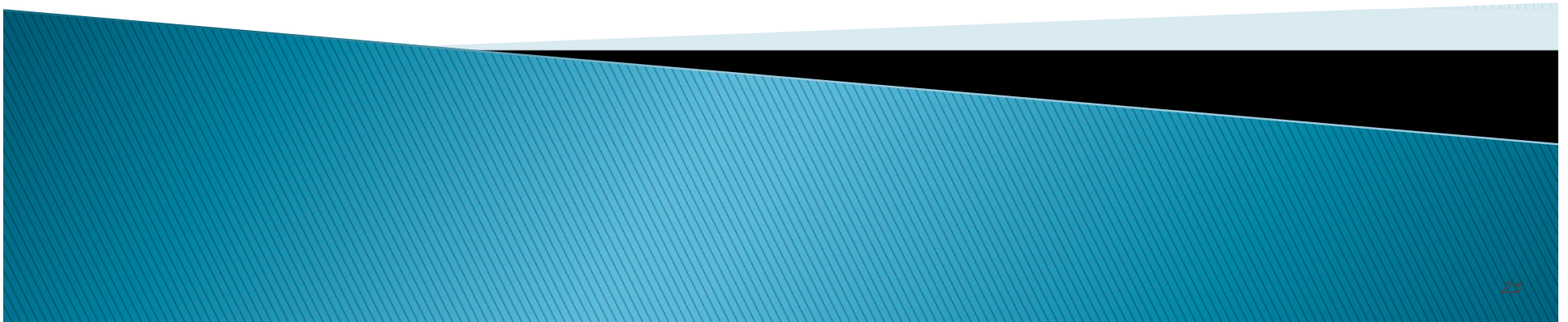
# Palomar Governance Structure and Process

- ▶ What are the ways that constituent groups participate in the governance process at the college?
- ▶ Governance or Operations?
  - What is a governance topic or issue?
  - Do all governance discussions culminate at SPC?
  - Participating in establishing the planning process structure and participating in planning





# Information to Start the Year







# Planning

# IPM

## Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model



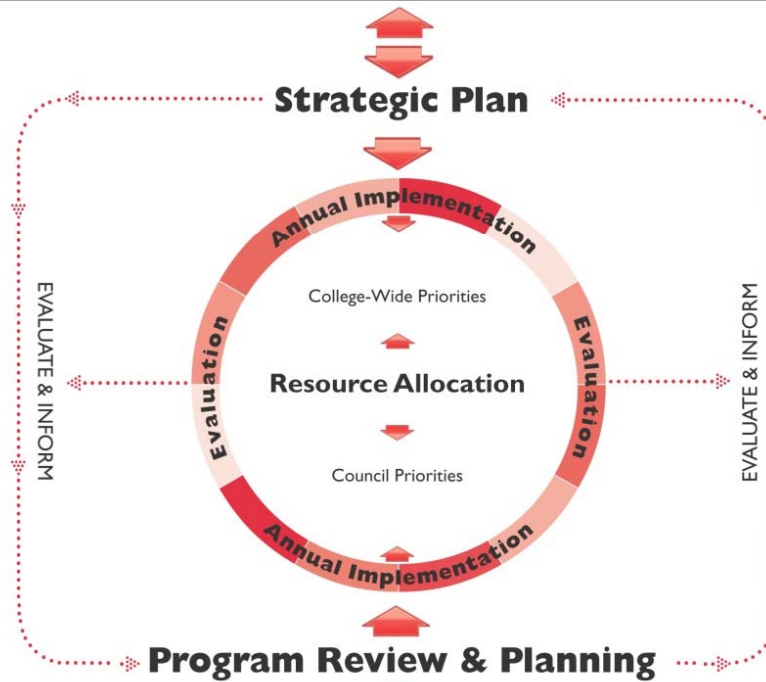
Community

### Educational Master Plan

Facilities Plan

Staffing Plan

Technology Plan



Students

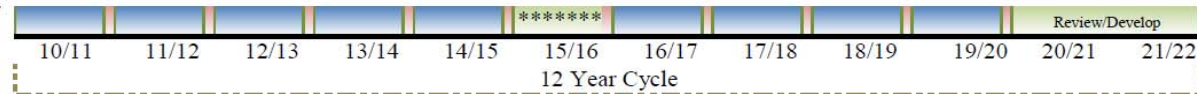
Approved by SPC 9/1/09  
Amended by SPC 2/9/10  
Amended by SPC 10/18/11

# Planning Cycles

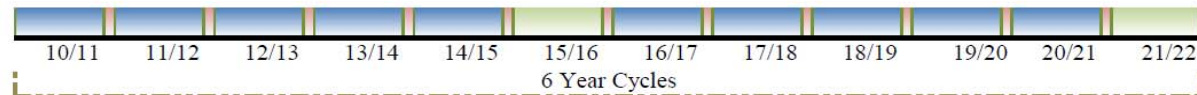
## PALOMAR COLLEGE PLANNING CYCLES

### MASTER PLANNING

Master Plan (Ed & Fac)  
(Update Completed 09/10)

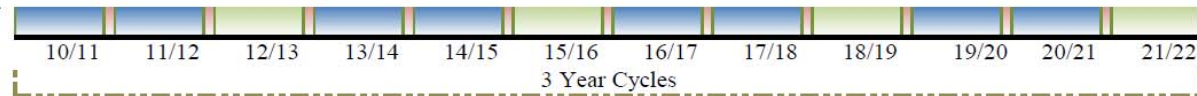


TECHNOLOGY & STAFF  
(Developed 09/10 - spring)



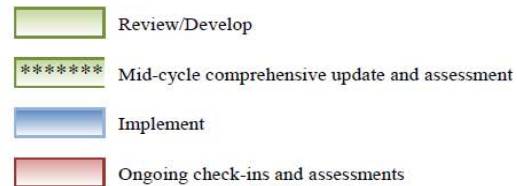
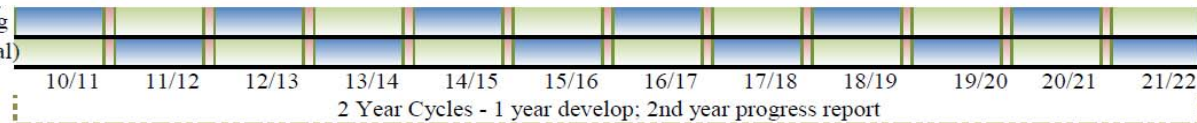
### STRATEGIC PLANNING

Strategic Plan  
(Developed in 09/10 - fall)



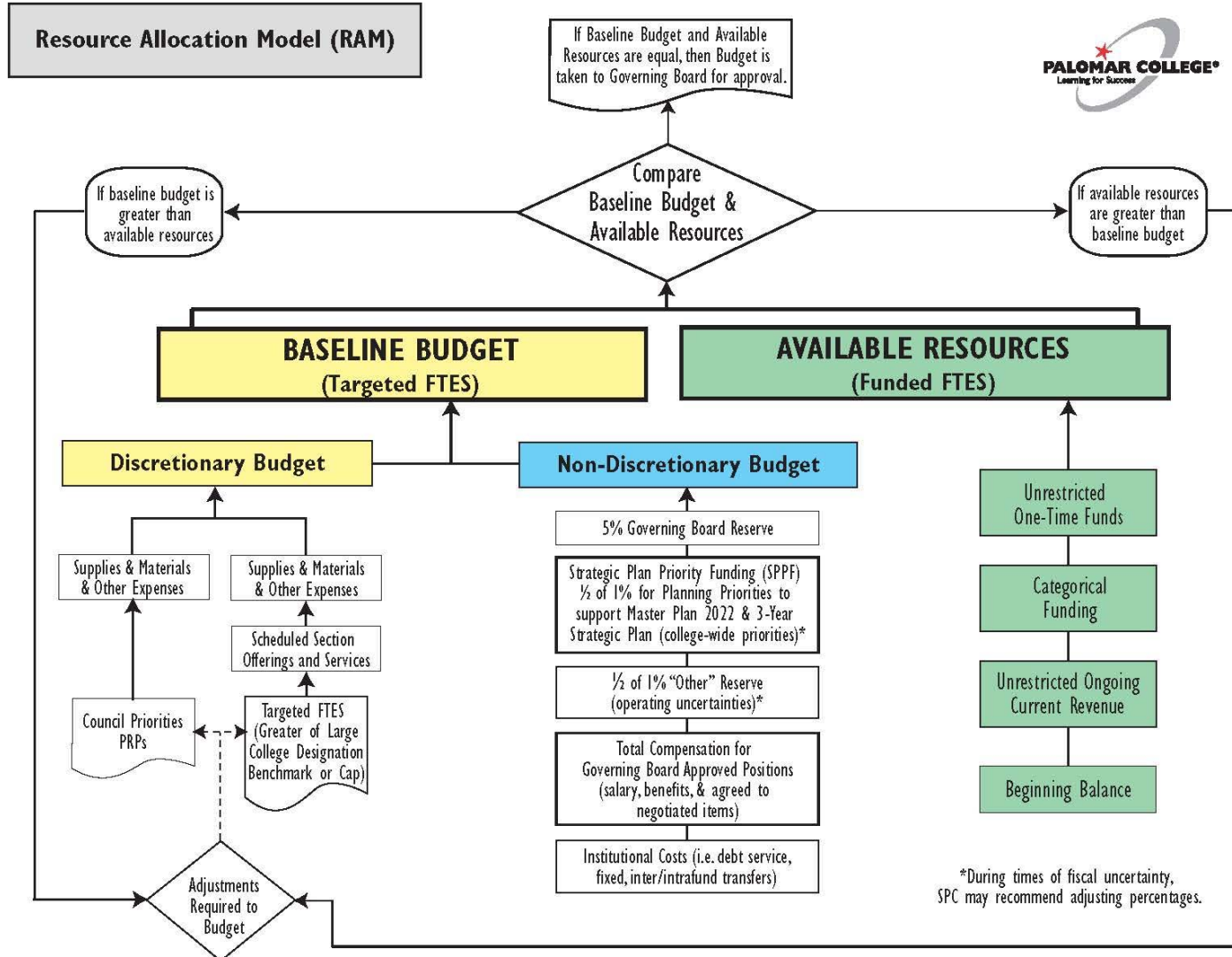
### PROGRAM PLANNING

Program Review and Planning  
(Instructional/NonInstructional)  
(Staggered cycles)



# RAM

## Resource Allocation Model (RAM)



Approved by SPC 2/2/10  
Amended by SPC 2/9/10, 9/18/12

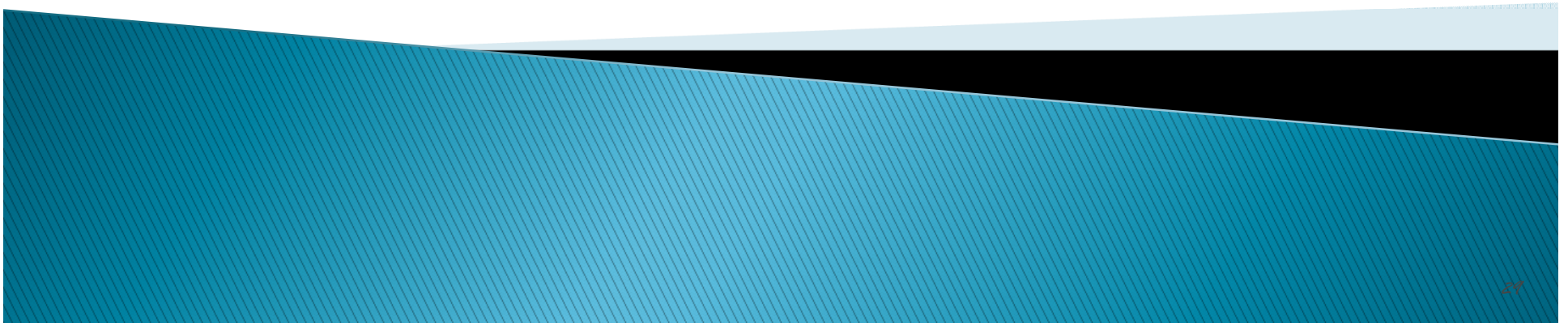
# College Plans

- ▶ Master, Strategic, Technology, and Staffing
  - <http://www.palomar.edu/strategicplanning/>
- ▶ Program Review and Planning
  - <http://www.palomar.edu/irp/ProgramReviewandPlanning.html>





# The Planning Councils



# Strategic Planning Council (SPC)

- ▶ Principle participatory governance body
- ▶ Chair: Superintendent/President
- ▶ Role/Products:
  - Creates processes for policy recommendations and governance committee structure
  - Review recommendations and requests from other participatory governance groups
  - Amends and guides the Integrated Planning Process (IPM)
  - Allocates Strategic Plan Priority Funding (SPPF)
  - Recommends Policies and Procedures
- ▶ To ensure communication within governance structure, chairs of planning councils report progress on their objectives and activities at each SPC meeting



# Strategic Planning Council

- ▶ Implement Year 3 of Strategic Plan 2016
- ▶ Review and recommend policies and procedures
- ▶ Engage in conversations regarding enrollment, staffing, technology, and student success and equity
- ▶ Guide the review and development of institutional plans (Master Plan, Staffing Plan, and Technology Plan)
- ▶ Develop Strategic Plan 2019
- ▶ Will bring a more detailed calendar to first SPC meeting





# Planning Councils

- ▶ Instructional Services (IPC)
- ▶ Student Services (SSPC)
- ▶ Finance & Administrative Services (FASPC)
- ▶ Human Resource Services (HRSPC)
  
- ▶ **Role/Products:** (Using PRPs and input from reporting committees )
  - Develop, implement, evaluate, and revise, if necessary, plans and initiatives within each specified area
  - Makes recommendations and requests related to specific area
  - Review and address results of program reviews conducted within the specific area
  
- ▶ **Chairs:** Vice Presidents
  
- ▶ **Reporting Relationship:** SPC





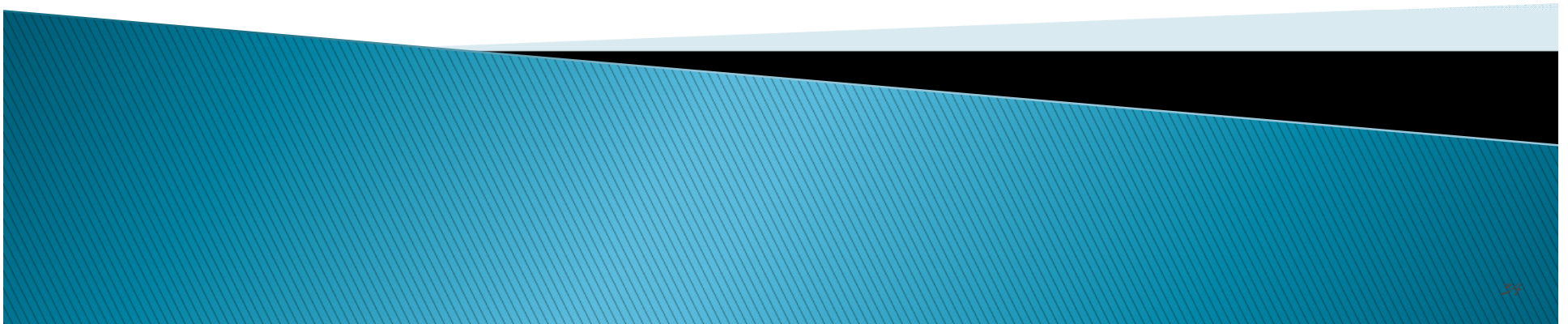
# Instructional Planning Council (IPC)

Major tasks and plans for the year



# Student Services Planning Council (SSPC)

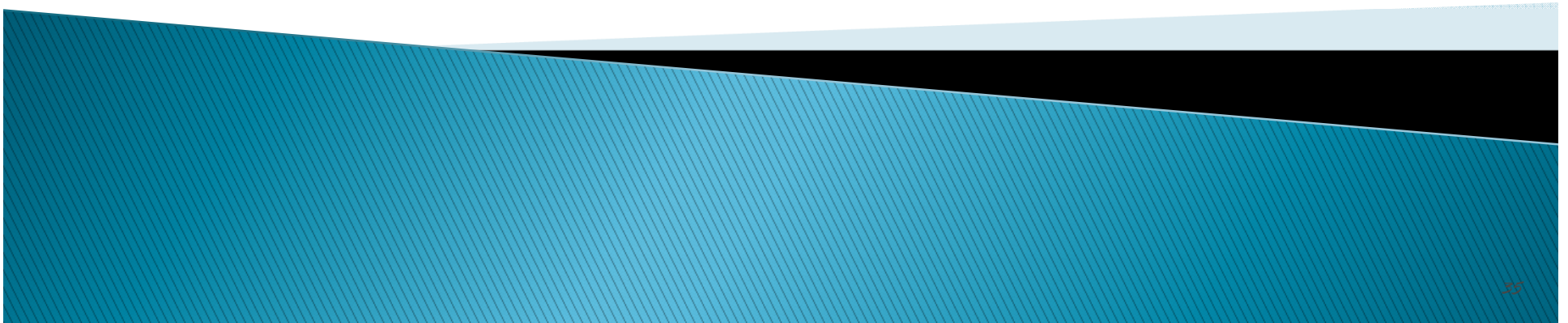
Major tasks and plans for the year





# Finance and Administrative Services Planning Council (FASPC)

Major tasks and plans for the year

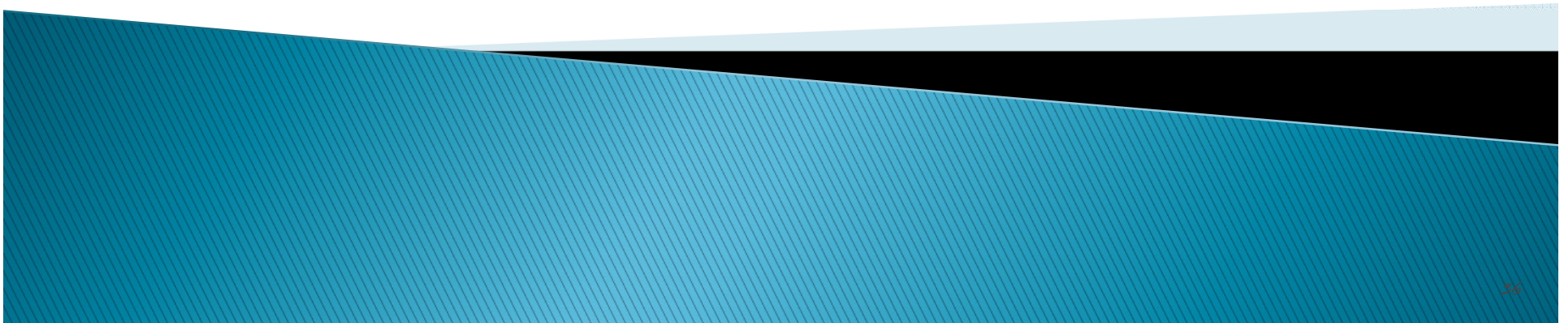






# Human Resource Services Planning Council (HRSPC)

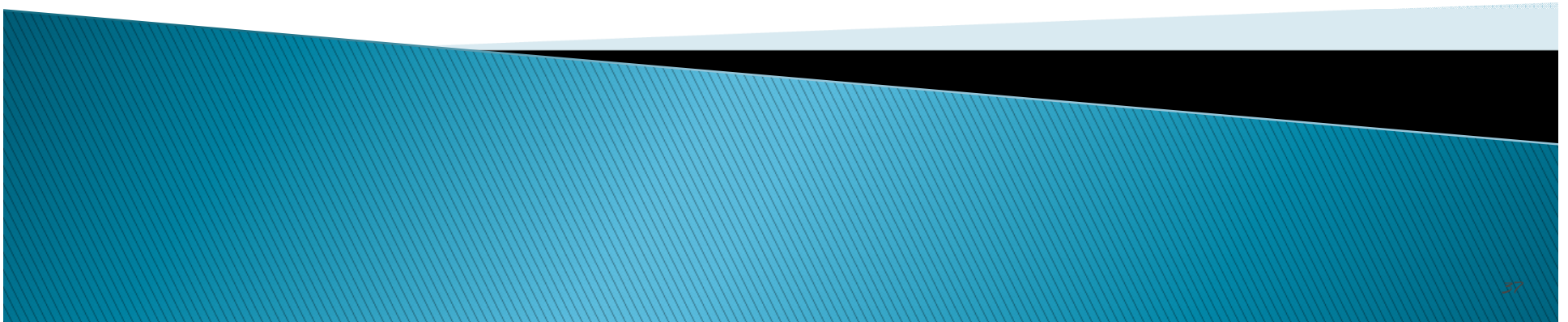
Major tasks and plans for the year





# Student Success and Equity Council (SSEC)

Major tasks and plans for the year





# Budget

How We Are Funded &  
2015–16 Financial/Budget Overview



# How We Are Funded



# Important Terms

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  - We are funded per FTES (**\$4943/FTES**)
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- ▶ **Student Headcount**
  - Actual number of students taking classes
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# Example

- ▶ Student 1 takes 9 hrs/wk
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How many FTES?

What is the Student Headcount?



# Example

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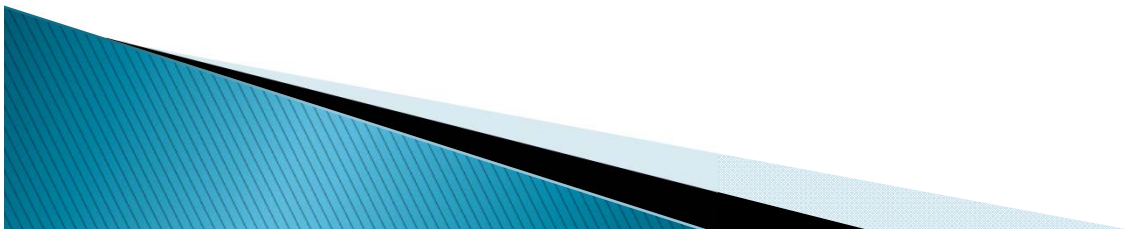
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# Important Terms

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- ▶ **Faculty Headcount**
  - Actual number of faculty members
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# Example

- ▶ Instructor 1 teaches 8 hrs/wk
- ▶ Instructor 2 teaches 9 hrs/wk
- ▶ Instructor 3 teaches 10 hrs/wk
- ▶ Instructor 4 teaches 6 hrs/wk

How many FTEF?

What is the Faculty Headcount?



# Example

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How many FTEF?  $(33/15) = 2.2$  FTEF

What is the Faculty Headcount? 4.0



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- $3 \text{ WFCH} \times 60 \text{ enrolled students} = 180 \text{ WSCH}$
- $180 \text{ WSCH} / .2 \text{ load} =$

Example 2: English 100 (3 WFCH) 25 students enrolled

- $3 \text{ WFCH} \times 25 \text{ enrolled students} = 75 \text{ WSCH}$
- $75 \text{ WSCH} / .2 \text{ load} =$

# Important Terms

## ▶ WSCH/FTEF—Efficiency value

- 525 WSCH/FTEF is considered the funding baseline for CC's
- $\text{WSCH/FTEF} = (\text{WFCH} \times \text{enrollment}) / \text{load}$

Example 1: Sociology 100 (3 WFCH) 35 students enrolled

- $3 \text{ WFCH} \times 35 \text{ enrolled students} = 105 \text{ WSCH}$
- $105 \text{ WSCH} / .2 \text{ load} = 525 \text{ WSCH/FTEF}$

Example 2: Biology 101 (3 WFCH) 60 students enrolled

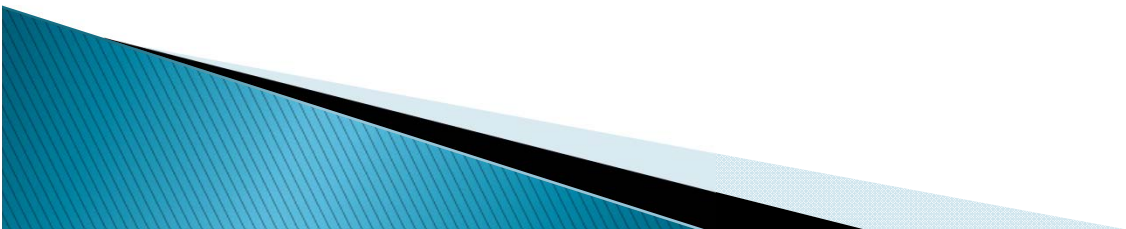
- $3 \text{ WFCH} \times 60 \text{ enrolled students} = 180 \text{ WSCH}$
- $180 \text{ WSCH} / .2 \text{ load} = 900 \text{ WSCH/FTEF}$

Example 2: English 100 (3 WFCH) 25 students enrolled

- $3 \text{ WFCH} \times 25 \text{ enrolled students} = 75 \text{ WSCH}$
- $75 \text{ WSCH} / .2 \text{ load} = 375 \text{ WSCH/FTEF}$

# Important Terms

- ▶ **WSCH/FTEF—Why a baseline of 525?**
  - Typical load = 15 hours = Five three-unit classes
  - The state expects there to be at least 35 students per class x five classes = **175 students per week**
  - 175 students per week, meeting 3 hours per week = **525 WSCH (175 x 3)**
  - A hold-over from the days of K-14



# FTES Calculation

- ▶  $FTES = WFCH \times \text{enrollment} \times 17.5/525$
- ▶  $FTES = WSCH \times 17.5/525$
- ▶  $FTES = WSCH/30$



# FTES Calculation Examples

Example 1: Sociology 100 (3 WFCH) 35 students enrolled

- $3 \text{ WFCH} \times 35 \text{ enrolled students} = 105 \text{ WSCH}$
- $105 \times 17.5/525 = 105/30 = 3.5 \text{ FTES}$

Example 2: Biology 101 (3 WFCH) 60 students enrolled

- $3 \text{ WFCH} \times 60 \text{ enrolled students} = 180 \text{ WSCH}$
- $180 \times 17.5/525 = 180/30 = 6 \text{ FTES}$

Example 2: English 100 (3 WFCH) 25 students enrolled

- $3 \text{ WFCH} \times 25 \text{ enrolled students} = 75 \text{ WSCH}$
- $75 \text{ WSCH} \times 17.5/525 = 75/30 = 2.5 \text{ FTES}$



# Enrollment Management Defined

An ongoing plan to effectively schedule in support of student achievement while honoring a district's community, academic, and fiscal responsibilities.

- Requires a management team
- Consider past, present, and future
- Requires DATA
- Involves the entire campus community





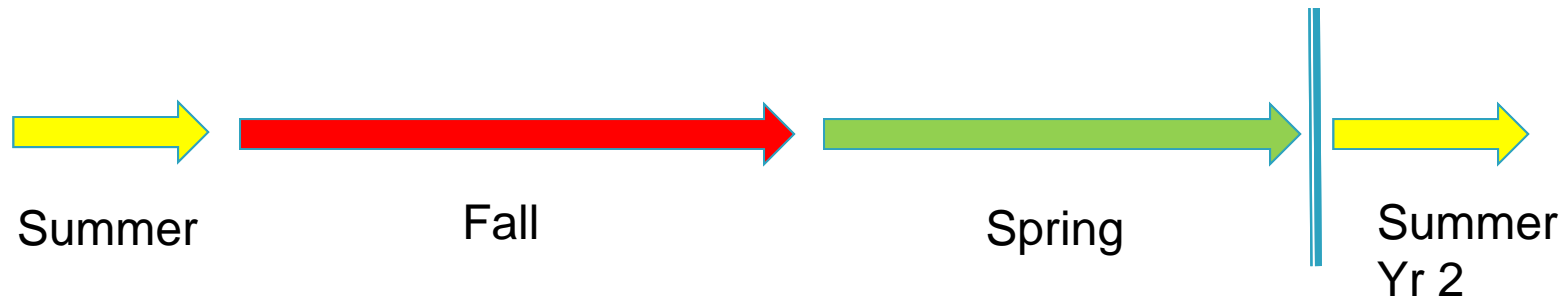
- Term Length Multiplier
- Issues with data: accuracy (factor); x-listed courses/stacked courses; access to reports
- Fill rates
- Wait lists (problems)
- # of classes below 35
- WSCH/FTEF
- FTES/FTEF
- FTES Cap
- FTES Target
- FTES generated/semester
- Did you borrow FTES?
- Contract issues
- Compliance issues
- Class caps; what and who makes them
- Bottlenecks
- Classroom issues
- Who creates target-when and how
- College issues/hotspots (eg in-service courses)
- Audit issues
- 320 who ? And When?
- Local manner in which FTEF/
- FTES are allocated and tracked
- Is there an annual plan developed? By whom and when? Who monitors it? When are changes made?
- Do departments have 2-year plans?
- Is calendar developed and followed?
- How are ed plans integrated into schedule development?
- How is student success measured and rewarded for departments?

# Reaching the Target

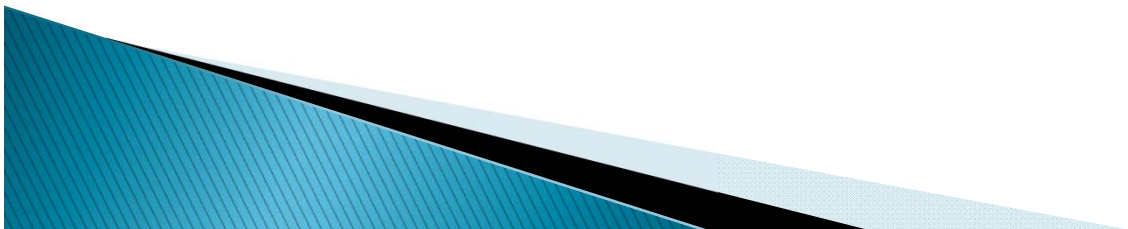
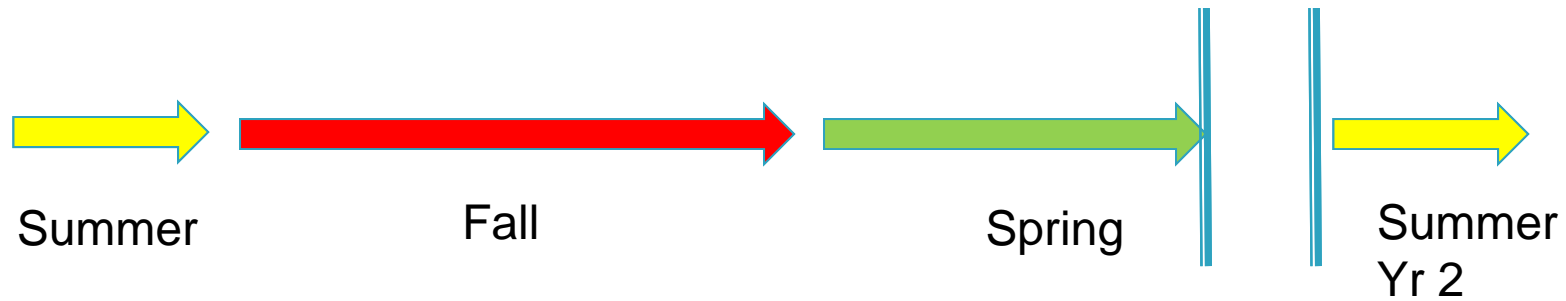
- ▶ Traditionally PC has budgeted as a Large College, a target set by the Chancellor's Office
- ▶ Large colleges get a \$1M Bonus in addition to apportionment (funding from enrollment)
- ▶ This year the large college cap is 19,880 FTES
- ▶ Undershooting the cap is a problem, overshooting is a problem
- ▶ Cap reached through Summer, Fall, and Spring enrollments plus Intersessions
- Most of summer enrollment is flexible so if a shortfall, summer can be applied to the previous year ("Borrowing")--330 FTES ('12-13), 540 FTES ('13-14), 1200 FTES ('14-15)



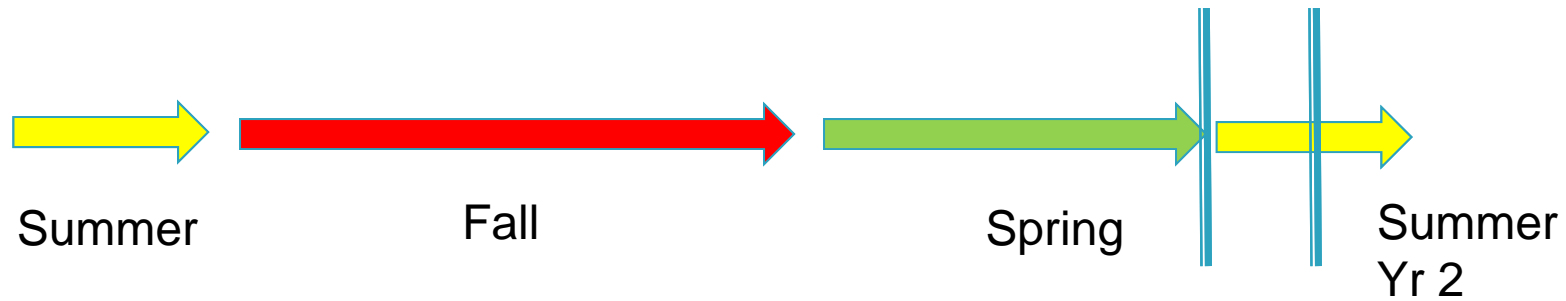
# Reaching the Target



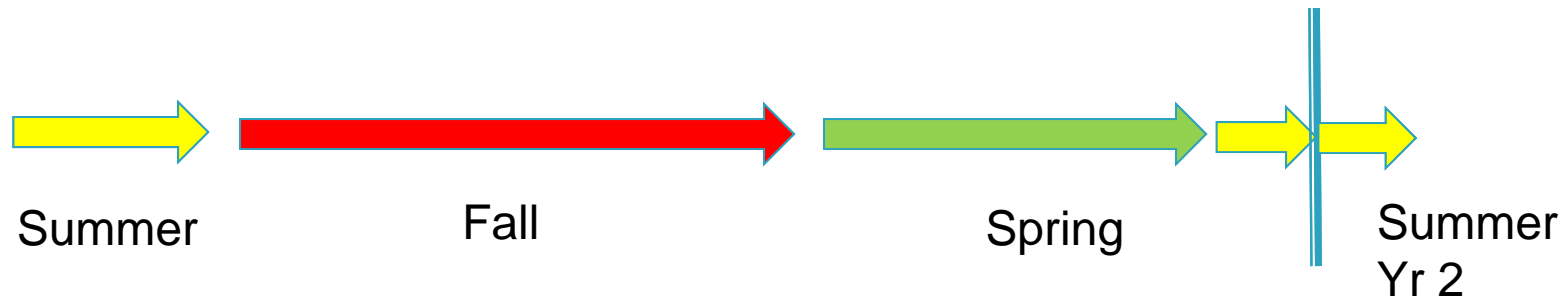
# Reaching the Target



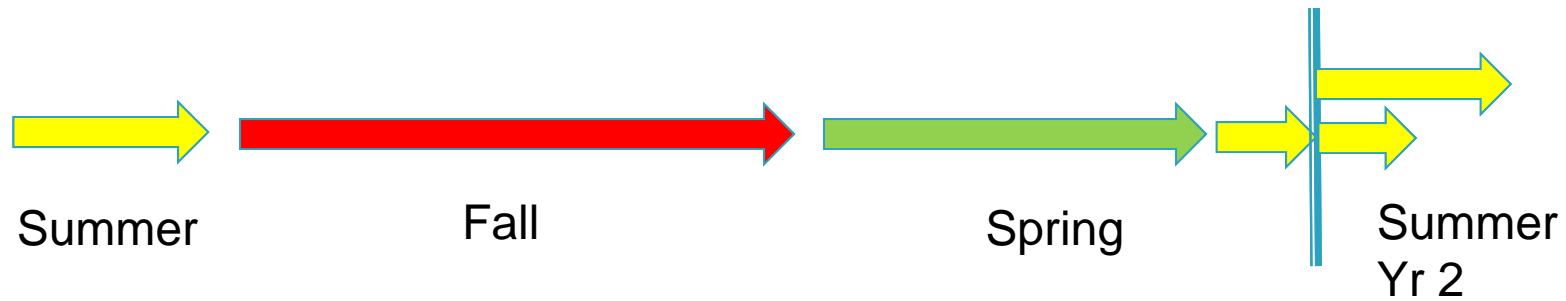
# Reaching the Target



# Reaching the Target



# Reaching the Target



# Reaching the Target

- ▶ For 2015–16, to remain a large college, we must meet the 19,880 FTES target, and make up the 1287 FTES we applied to the 2014–15 cap (21,167 FTES)
- ▶ The 2014–15 schedule produced 18,573 FTES, and did so very inefficiently (430 WSCH/FTEF?)
- ▶ If enrollment for 2015–16 stays flat, we will need to borrow 2,584 FTES from Summer 2016 to make the large college cap.
- ▶ Summer enrollment cannot generate 2,584 FTES.
- ▶ Fall 2015 enrollment is currently down 2+% compared to Fall 2014 enrollment.

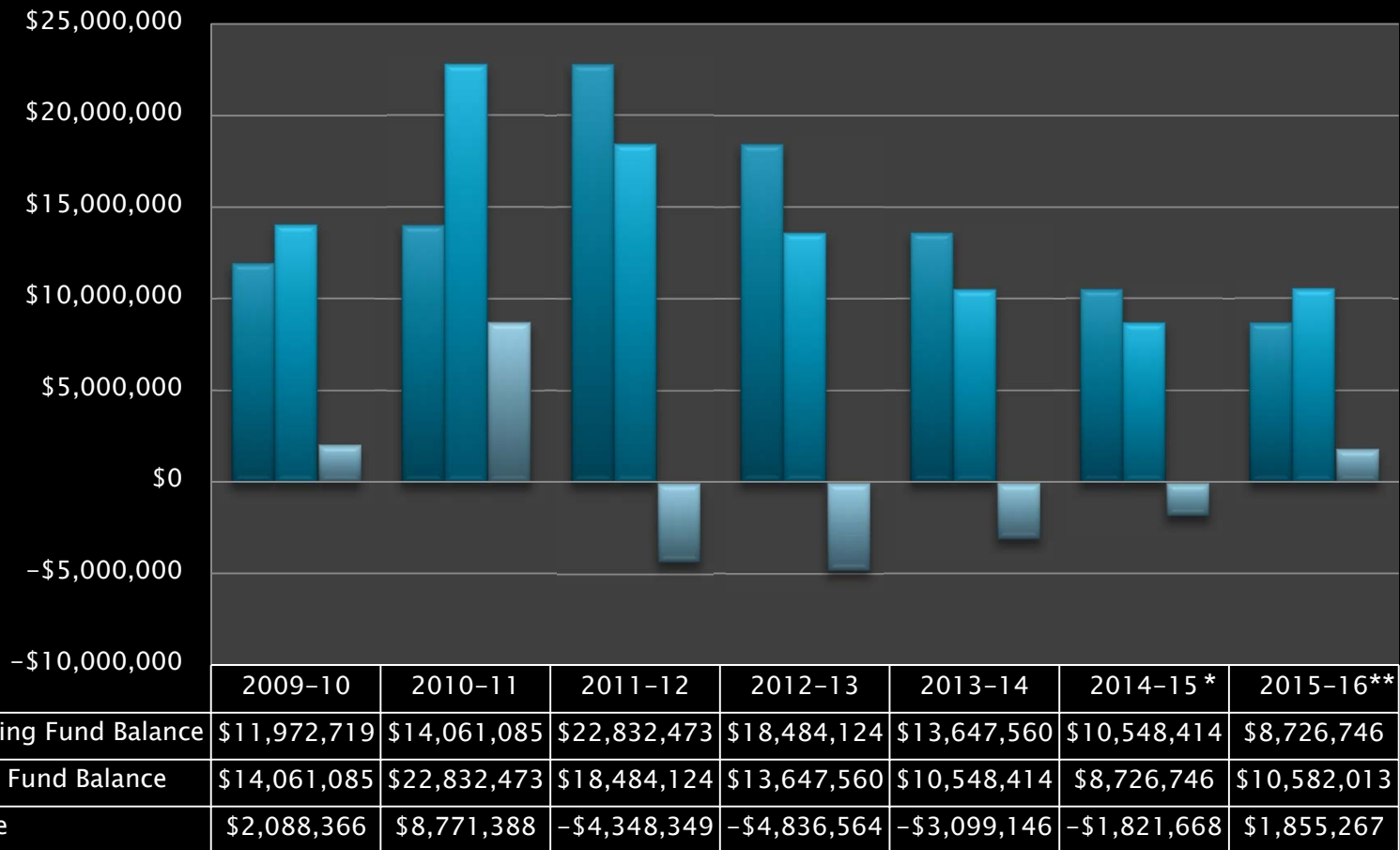




# STRATEGIC PLANNING COUNCIL

## FY 2015–2016 FINANCIAL / BUDGET OVERVIEW

# FUND BALANCE HISTORY



\* estimated

\*\* projected  
with SRP  
Savings of  
\$3.3M

# TWO YEAR SUMMARY

## FY 2014–15

▪ Beginning Balance	\$ 10,548,414
▪ Expenses in Excess of Revenue	<u>(1,821,668)</u>
▪ Ending Balance	\$ 8,726,746

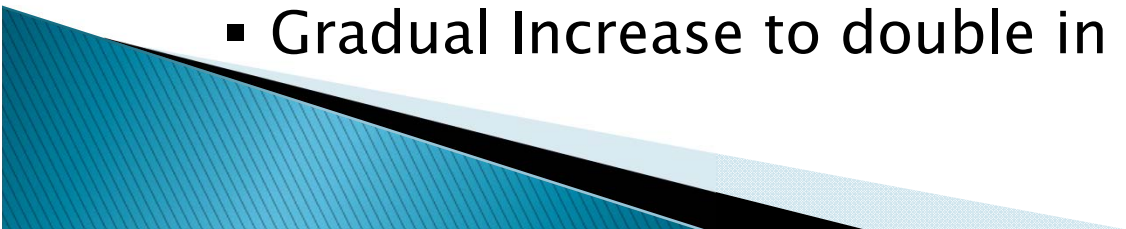
## FY 2015–16

▪ Beginning Balance	\$ 8,726,746
▪ Expenses in Excess of Revenue	<u>1,855,267</u>
▪ Ending Balance	\$ 10,582,013*

\* Due to estimated SRP savings \$3.3M

# DISTRICT-WIDE CONCERNS

- Balance Budget
  - Continuous expenditures with continuous revenue
- Accreditation
  - Enhanced fiscal monitoring
  - ACCJC Recommendations
- Retiree Health – Fund 69
  - \$72M Unfunded Liability
- STRS/PERS Increases
  - Gradual Increase to double in 2021



# DISTRICT-WIDE CONCERNS

- Prop 30 Tax Expiration
  - ¼ % Sales Tax
    - 4 years, 2013 through 2016
  - Increased income tax – \$250,000
    - 7 years, 2012 through 2018
  - 15.0% of Apportionment Revenue
- Declining Enrollment
  - Large College Designation
  - Stability Funding/Right Sizing



# 2015-2016 FTES PROJECTION

FY 2014 – 2015	FUNDED FTES
CREDIT FTES	18,537.93
NON-CREDIT FTES	281.37
ENHANCED NON-CREDIT FTES (CDCP)	501.11
TOTAL	19,320.41

Following are *estimated FTES* based on the 3% Growth. PCCD able to earn 1.81% of the 3% statewide growth based upon new growth formula.

FY 2015 – 2016	FTES GROWTH	REVISED FTES TARGET	AVAILABLE APPORTIONMENT INCREASE
CREDIT FTES	328.628	18,866.558	
NON-CREDIT FTES	4.988	286.358	
ENHANCED NON-CREDIT FTES (CDCP)	6.290	507.400	
TOTAL	339.906	19,660.316	\$1,596,185

\* Large College 19,880 FTES

# 2015-2016 SIMULATION

FY 2015 - 2016 GROWTH	FTES	NEEDED FTES	POTENTIAL APPORTIONMENT INCREASE / DECREASE
BASE FTES (PY)	19,320	N/A	N/A
POTENTIAL GROWTH (1.81%)	19,670	350	\$1,596,185
CLASSES (2.5 FTES)		139	
COST / CLASS (\$3,500)		3,500	<u>(\$489,569)</u>
		Net Potential Growth	\$1,106,616

FY 2015 - 2016 LARGE COLLEGE	FTES	NEEDED FTES	COST TO RESERVES
LARGE COLLEGE	19,880	N/A	N/A
FTES WITH GROWTH (1.81%)	19,670	210	N/A
CLASSES NEEDED / COST		84 CLASSES X 3,500	<u>(\$294,431)</u>
		TOTAL POTENTIAL INCREASE	\$812,185

# 2014-15 ACTUAL

FY 2014-15	FTES
BASE FTES TARGET	19,320
APPLIED TO 2013-14	540
ADJUSTED TARGET 2014-15	19,860
SHORT OF TARGET 2014-15	1,287
ACTUAL SCHEDULE PRODUCTION	18,573
DIFFERENCE	747



# Stability Funding

- ▶ 3-year Process
- ▶ Occurs when a district does not attain its base FTES in any given year
- ▶ 1<sup>st</sup> year – funded as though the district reached its base
- ▶ 2<sup>nd</sup> and 3<sup>rd</sup> years apportionment will be based upon actual FTES
- ▶ After the 3<sup>rd</sup> year, the district will be re-benched to its actual FTES

# Large College Designation/Funding

- ▶ Occurs when a district does not attain the large college CAP in any given year
- ▶ Difference between large and medium designation
  - Approx. \$1M
- ▶ The District will keep large college funding for a total of 3 years
- ▶ After the 3<sup>rd</sup> year, district will be funded for their actual size (large, medium, small)

# Simulation Purposes Only

	FY 15-16		FY 16-17		FY 17-18		FY 18-19	
Large College	\$1M		\$1M		\$1M		\$0	
	19,320 19,880		Actual TBD		Actual TBD		New Designation	
Stability	19,320		PY Actual FTES		PY Actual FTES		Re-bench New FTES Goal	
	\$102M							

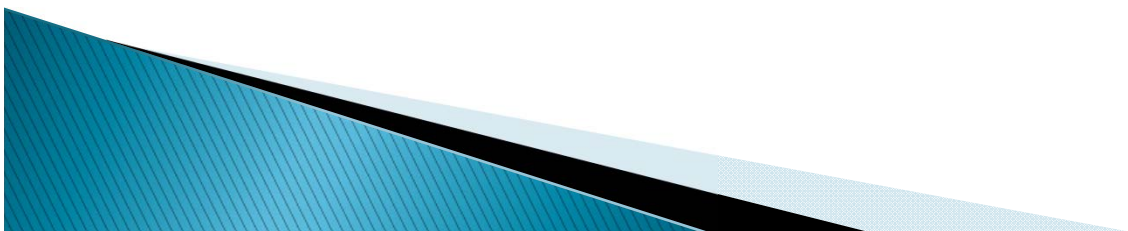


# Accreditation

# Accreditation

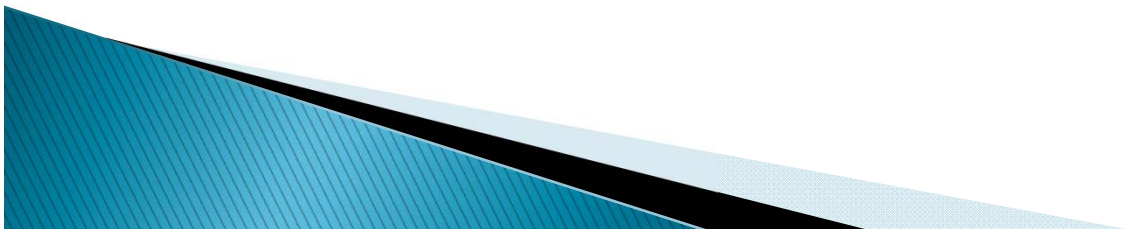
## REAFFIRMED ACCREDITATION ON THE BASIS OF A COMPREHENSIVE EVALUATION

(With a follow-up report due October of 2016,  
and a site visit by an evaluation team)



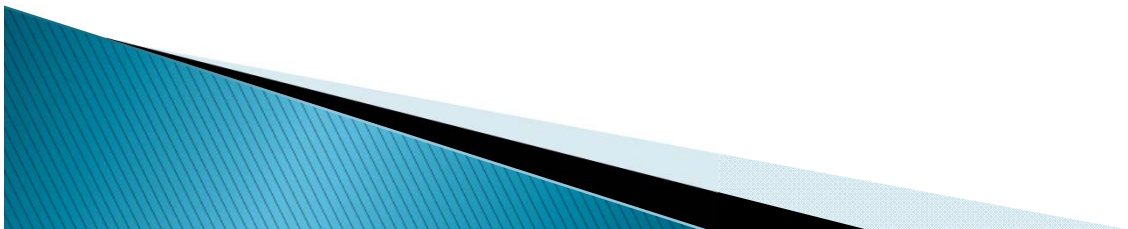
# Thank you!

- ▶ Berta Cuaron
- ▶ Brent Gowen
- ▶ Aaron Holmes
- ▶ Tom Medel
- ▶ Michelle Barton
- ▶ Marti Snyder



# Accreditation

- ▶ Recommendations (8)
  - Meeting Standards—Compliance (2)
    - College is either in compliance or out of compliance with standards
    - Two years to meet standards if given a recommendation
    - Go to “show cause” if still out of compliance after two years
  - Institutional Effectiveness (6)
    - Substantial Improvement by mid-term report
    - Entire cycle to truly solve issues



# Accreditation

- ▶ Standards have been modified for the next cycle
- ▶ The next cycle is seven years instead of six
- ▶ Reporting
  - October 2016: Address recommendations regarding compliance
  - ACCJC Annual Report (March 2016)
  - Mid-term Report (year four of seven year cycle)
  - Self Evaluation in preparation of next visitation (year six of seven year cycle)





# Recommendations-- Compliance

## Recommendation 1

To meet the standards, the Team recommends the College ensure adequate tutorial support for distance education students. In addition, the Team recommends that the College provide students at Camp Pendleton accessible student services commensurate with the offerings at the San Marcos and Escondido sites. ([II.C.1.c](#), [III.C.1.a](#))

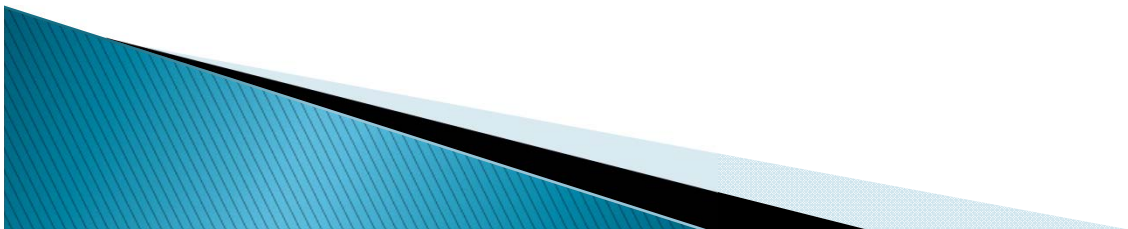


# Recommendations--Compliance

## Recommendation 2

To meet the standard, the Team recommends the College create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups.

(IV.A.1, IV.A.3)



# Recommendations-- Institutional Effectiveness

## Recommendation 3 – Enrollment Management

To increase institutional effectiveness, the Team recommends the College develop and implement a comprehensive district wide enrollment management plan to ensure enhanced student access and success and maintain the fiscal viability and integrity of the institution by reducing its reliance on reserves to balance its annual budget.

([III.D.1.b](#), [IV.B.2.d](#))



# Recommendations-- Institutional Effectiveness

## Recommendation 4 – Staffing

To increase institutional effectiveness, the Team recommends the College develop a college wide process for determining the number of classified staff and administrators with appropriate preparation and experience to provide adequate support for the institution's mission and purposes.

(III.A.2)



# Recommendations-- Institutional Effectiveness

## Recommendation 5 – Program Review

To increase institutional effectiveness, the Team recommends the College create program review plans for Human Resource Services and finance and Administrative Services that include the same level of detailed narrative and analyses as other College division programs. Additionally, the Team recommends that the College include Program Review Plans for all other College service areas as part of the program review process. ([I.B.3](#))

# Recommendations-- Institutional Effectiveness

## Recommendation 7 – SLOs

To increase institutional effectiveness, the Team recommends the College takes steps to more clearly define the distinction between course objectives and student learning outcomes and to ensure that the student learning outcomes included in course syllabi are in full conformity with the student learning outcomes adopted by the institution. ([II.A.6](#))



# Recommendations-- Institutional Effectiveness

## Recommendation 8 – Discipline Preparation

To increase institutional effectiveness, the Team recommends the College curriculum committee stipulate the discipline preparation appropriate to courses in the College's curriculum within course outlines of record. ([II.A.2.b](#), [III.A.1.a](#))



# Annual Financial Report Monitoring Status

- ▶ ACCJC developed a Composite Financial Index (CFI)
- ▶ Based on index colleges assigned into one of the following categories of scrutiny.
  - N (Normal)
  - M (Enhanced Monitoring)
  - R (Referred)





# Annual Financial Report Monitoring Status

- ▶ ACCJC developed a Composite Financial Index (CFI)
- ▶ Based on index colleges assigned into one of the following categories of scrutiny.
  - N (Normal)
  - **M (Enhanced Monitoring)**
  - R (Referred)



# Annual Financial Report Monitoring Status

- ▶ Operating revenue ratio
- ▶ Operating deficit
- ▶ Salary and benefits percentage
- ▶ Enrollment change
- ▶ Negative change in cash balance
- ▶ Student loan defaults
- ▶ Excess COLA



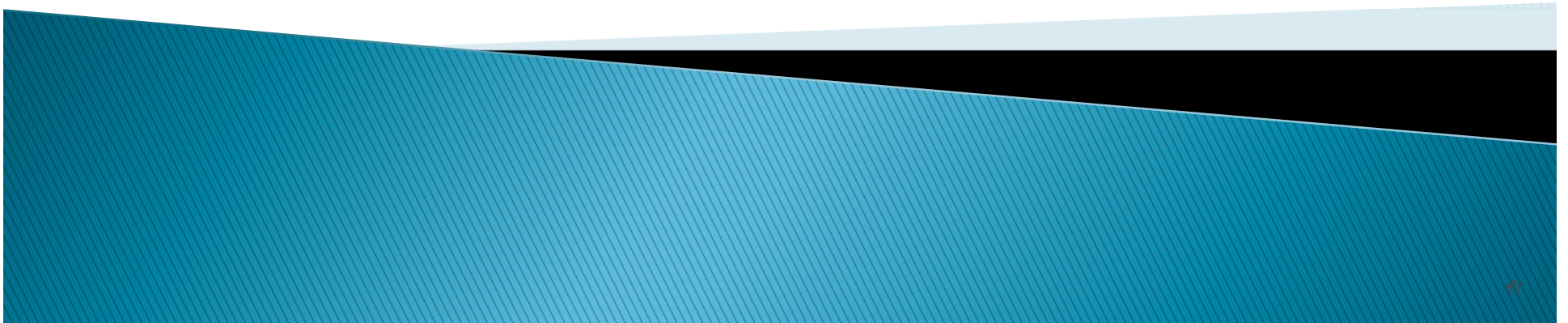
# Commendations

- ▶ Commendation 1–SLO's
- ▶ Commendation 2–Student Engagement
- ▶ Commendation 3–Library Web Page
- ▶ Commendation 4–Professional Development
- ▶ Commendation 5–Community Support
- ▶ Commendation 6–Facilities and Infrastructure



# Strategic Plan 2016

Year 3 – First Reading



# Governance Self-Evaluation

