

BP 6251 PRINCIPLES OF BUDGET DEVELOPMENT

The Principles of Budget Development shall be used to allocate resources and thereby protect Santa Barbara Community College District's viability as an institution capable of fulfilling its educational mission. The allocation of resources shall accomplish the following goals:

- ◆ Support student enrollment, retention and success
 - ◆ Maintain the highest quality of instruction and services
 - ◆ Meet the legal, contractual and accreditation obligations of the college
1. The College shall balance its budget; ongoing expenses shall be supported by ongoing income. A general fund contingency of 5 percent shall be maintained. One-time funds shall not be used to fund programs or activities on an ongoing basis.
 2. The faculty, staff and administrators are one of SBCC's greatest resources. Lay-offs of regular certificated and classified staff will be avoided if possible. In the event of funding shortfalls, positions that become vacant may not be filled, and reassignments may be necessary.
 3. In the event of one-time funding shortfalls or unanticipated expenses, reserves may be used to facilitate budget adjustments while expenses are reduced in the least disruptive manner. Use of reserves shall be short-term and the reestablishment of a 5 percent contingency reserve shall be the highest priority.
 4. Cost effectiveness in all areas shall be a major factor in considering reduction/retention of programs and services rather than instituting across the board cuts.
 5. Employee compensation shall be among the highest priorities in making budget decisions. Funds shall be allocated in order to assure competitive salaries, benefits, and working conditions to recruit, retain, and motivate the best possible administrators, faculty and staff.
 6. The college shall adhere to the principles of shared governance while engaging in institutional planning and budget development.
 7. Meeting the college's FTES (full-time equivalent student) cap in a cost effective and strategic manner shall be a priority.

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8. The College shall budget revenue from enrollment when it is received. Similarly, for non-apportionment income (e.g., out-of-state fees, international student fees, interest income, lottery), an estimate shall be made utilizing trends in order to establish revenue projections.
9. Fixed and mandated costs (e.g., utilities, liability and property insurance, salary steps, and reserve requirements) shall be projected annually and allocations will be made to meet these expenses.
10. Growth funds shall be allocated only after receipt and shall be used first to fund growth-related expenses. Remaining growth funds shall be allocated to support institutional priorities determined through collegial consultation.
11. The District's capital equipment shall be provided, maintained and replaced in a systematic manner. Determining the need for transfers from the General Fund to the Equipment Fund shall be part of the ongoing fiscal planning and budget process.
12. Buildings and grounds shall be developed and maintained to meet student and programmatic needs through General Fund transfers to the Construction Fund. Determining the need for transfers from the General Fund to Construction Fund shall be part of the ongoing fiscal planning and budget process.
13. Reinstatement of General Fund Budget reductions resulting from funding shortfalls and/or increased infrastructure costs shall receive highest priority when new funds are available. These reinstatements shall be given first consideration prior to any new funding allocations.

**Proposed Timeline for Development, Review and Approval of 2011-14 College Plan
Revised October 10, 2011**

Time frame	Activity	Activities conducted by:
December 2010 – February 2011	Preparation of environmental scan analysis, student profiles, institutional effectiveness annual report, and other analyses	Institutional Assessment, Research and Planning, EC, UCSB Economic Forecast Project, outside agencies
March – April 2011	Discussion of Year 2 Evaluation of the 2008-11 Plan Presentations and discussion of environmental scan analysis Discussion of report produced by the Distance Education Workgroup Discussion of report produced by the Transfer Taskforce Development of assumptions for the College Plan 2011-14	CPC, Academic Senate, Classified Consultation Group, Student Senate, Management, Continuing Education Consultation Council, Student Senate Invite speakers from the City, County, UCSB Economic Forecast Project EC Institutional Assessment, Research and Planning
March 25, April 8, April 22, 2011	CPC and invited others – working sessions to develop initial draft of 2011-14 College Plan The review and discussion of the college mission is part of this process	CPC and invited others
Special summer working session – one day TBD	Create first solid draft of 2011-14 College Plan Discussion of college mission	CPC and invited others
August – November 2011	Consultation and revisions of 2011-14 College Plan Draft Revised draft of 2011-14 College plan discussed and approved by consultation groups The review and discussion of the college mission is part of this process	CPC, Academic Senate, Classified Consultation Group, Student Senate, Management, Continuing Education Consultation Council, Student Senate
October 13, 2011 Board Study Session	Review of draft of 2011-14 College Plan The review and discussion of the college mission is part of this process	Board of Trustees
November 15, 2011	Approval of 2011-14 College Plan based on feedback from BOT study session	CPC
December 1, 2011 Board Study Session	Discussion of 2011-14 College Plan Final Version and College Mission	Board of Trustees
December 15, 2011 Board Meeting	Approval of 2011-14 College Plan and College Mission	Board of Trustees

Updated Program Review Timelines for 2011-12 September 13, 2011

August 23, 2011 - fall semester begins

Monday, September 19, 2011 – Program Review materials to be distributed to department units.

Friday, November 4, 2011 - Program Reviews need to be completed by all departments/units. Since this is the fourth year of the planning cycle, all program reviews need to be re-written to correspond to draft of the goals and objectives in the College Plan: 2012 – 14 and the District Technologies Plan: 2012 - 14.

All areas of the program review need to be updated, as needed and new information added, as applicable. The completion of the program reviews includes:

- New resource requests (if needed)
- Update on the status of goals and objectives for 2009-10
- New/revised goals and objectives for 2010-11
- Update information in program reviews submitted in 2009-10

The information included in the 2010-11 program reviews for each unit/department with a completed program review was rolled over into the 2011-12 templates as a starting point in writing new program reviews.

Monday, November 14, 2011: Preliminary review of Resource Requests by a group comprised of the following individuals: Robert Else (will chair the review meeting), Vice Presidents Arellano, Bishop, Ehrlich, Spaventa, Sullivan, Classified Consultation Group (CCG) Chair Liz Auchincloss, Instructional Technology Committee (ITC) Chair Laurie Vasquez, and Planning and Resource Committee (P&R) Chair Kim Monda. The resulting changes, if needed, will be discussed by Robert Else with responsible department chairs and managers who will make the actual changes in their program reviews.

Monday, November 28, 2011: Revised resource requests reports will be distributed to EC, CPC, CCG, DTC, ITC, P&R, Academic Senate and Student Senate (SS).

February 24, 2012: Academic Senate rankings (reflecting the rankings from ITC and P&R), Classified Consultation Group rankings, and Student Senate rankings (if the Student Senate wants to provide such rankings) to Acting Superintendent/President Friedlander.

Academic Senate, ITC and P&R rank resource requests from instructional program reviews and faculty-led student services program reviews; not operational programs reviews.

Tuesday, March 6, 2012: CPC receives rankings from Executive Committee (EC), Academic Senate, (CCG and SS (if they want to provide any) and DTC.

Tuesday, March 20, 2012: Resource requests and rankings discussed at CPC.

Tuesday, April 3, 2012: CPC completes rankings and provides recommendations regarding amount of money to be allocated for 2012-13.

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California Community Colleges Chancellor's Office Student Services Division Program Update

October 11, 2011

The following is intended to provide a Chancellor's Office Student Services and Special Services Division update of key activities and issues we are working on and monitoring. This update is organized into 6 key sections:

- Legislation (page 1);
- Significant Issues (page 2);
- Funding News (page 5);
- Key Program Activities (page 7);
- Training & Conferences Scheduled/Provided (page 8); and,
- Important Dates to Remember (page 9)

Legislation

- **AB 91 (Portantino) Best Practices in Financial Aid: Vetoed**
- **AB 130 (Cedillo)** was signed into law by Governor Brown on July 25, 2011. AB 130 enacts the California Dream Act of 2011. On or after January 1, 2012, AB 540 students will be eligible to receive a scholarship that is derived from nonstate funds and administered by the segment of higher education in which the student is enrolled.
- **AB 131 (Cedillo)** was signed into law by Governor Brown. This companion bill to AB 130 would allow AB 540 students to apply for and participate in all student aid programs administered by the State of California to the full extent permitted by federal law. The date of enactment is January 1, 2013.
- **AB 160 (Portantino) Concurrent Enrollment in Secondary School and Community College:**
AB 160 allows a school district to enter into a partnership with a community college district to determine local concurrent enrollment policies for high school students, including the ability to establish enrollment priority status for concurrently enrolled students. The bill also permits a school district to authorize a student upon the recommendation of a Career Technical Education (CTE) dean or other appropriate community college administrator, to enroll in CTE courses at the college. The CTE provision applies to high school students attending partnership and non-partnership school districts. Current law requires a high school student to secure a principal's recommendation to attend at a community college.
 - **Status:** This bill is now a two year bill and was placed on suspense.
- **AB 194 (Beall) Public Postsecondary Education: Priority Enrollment: Foster Youth:** This bill would require the California State University and California Community College districts, and requests the University of California, to grant priority registration for enrollment to foster youth or former foster youth. The bill defines foster youth as any person currently in foster youth care and former or emancipated foster youth up to age 24 (*The Chancellor's Office Legal Office and Legislative intent defines this as emancipated foster youth up to and including age 24*).
 - **Status:** Recently signed by the Governor and effective January 1, 2012.
- **AB 372 (Hernandez)** has become a two year bill. The bill is related to providing academic credit for military training and will be closely watched.

- **AB 636 (Knight)** This bill requires that a student who must withdraw for military purposes be refunded 100% fees and tuition paid to the institution for that term regardless of the date of withdrawal. This bill was signed by the Governor.
- **AB 743 (Block) Common Assessment:** AB 743 establishes a statewide common assessment system to place community college students in English, Mathematics, and English as a Second Language courses and requires the Chancellor's Office to select "commercially" available assessments. This bill does not mandate colleges to use CCCAssess.
 - **Status:** This is a Board of Governor's sponsored bill and was signed into law by Governor Brown.
- **AB 882 (Cook)** This bill grants a member of the Armed Forces, or his or her dependent, resident status when continuously enrolled at an institution if the member is transferred. This bill was signed by the Governor on October 9, 2011.
- **AB 1056 (Fong) Electronic Transcripts:** This bill would create an incentive for community colleges to utilize electronic transcripts by December 2012. AB 1056 expedites the process of converting from paper-based transcripts to an electronic based system by leveraging one-time external funding to support initial start-up costs. Implementation of this bill is contingent upon receipt of federal funds or outside philanthropic grants.
 - **Status:** This is a BOG sponsored bill and was signed into law by Governor Brown.
- **SB 70** Budget trailer bill (Chaptered) requires data submission of placement rates and salary/wage data for all programs offered at a college with comparative data for all students and for Cal Grant Students.
- **SB 451 (Price)** Cal Grant C High Need/High Wage Occupational Training programs priority. This bill was signed by the Governor on October 8, 2011.
- **SB 813 (Senate Veterans Committee)** This bill extends priority enrollment for veterans from two to four years after separation. This bill was signed by the Governor on September 30, 2011.

Significant Issues

All Programs:

- The Student Success Taskforce released draft report recommendations for public comment on Friday, September 30th. Many of the recommendations will affect student service programs and policies. All stakeholders are encouraged to review the recommendations and provide input through scheduled conferences and other venues and through the online discussion board at: <http://studentsuccess.ideascale.com/>.
 - The Taskforce's report will be presented to the Board of Governors for approval in January 2012 and will be submitted to the Legislature by the March 2012 deadline.

CalWORKs:

- Beginning July 1, 2011, an adult on CalWORKs can only receive 48 months (4 years) of cash aid. Before July 1, 2011, aided adults could receive up to 60 months (5 years) of cash aid. Limiting the time for adults to receive cash aid, in effect, limits the eligibility of CalWORKs students to receive services from community college CalWORKs programs.

Early Assessment Program:

- Common Core State Standards (CCSS) for K-12 in English-language arts and mathematics were adopted by the State Board of Education (SBE) on August 2, 2010.

Student Success Task Force Draft Recommendations

Increase College and Career Readiness

- Collaborate with K-12 to jointly develop common core standards for college and career readiness

Strengthen Support for Entering Students

- Develop and implement common centralized diagnostic assessments.
- Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
- Develop and use technology applications to better guide students in educational process.
- Require students showing a lack of college readiness to participate in support resources.
- Require students to declare a program of study early in their academic careers

Incentivize Successful Student Behaviors

- Adopt system-wide enrollment priorities reflecting core mission of community colleges
- Require students receiving Board of Governors fee waivers to meet various conditions and requirements
- Provide students the opportunity to consider attending full time.
- Require students to begin addressing Basic Skills deficiencies in their first year

Align Course Offering to Meet Student Needs

- Focus course offerings and schedules on needs of students

Improve the Education of Basic Skills Students

- Support the development of alternatives to traditional basic skills curriculum
- Develop a comprehensive strategy for addressing basic skill education in California

Revitalize and Re-Envision Professional Development

- Create a continuum of mandatory professional development opportunities
- Direct professional development resources toward improving basic skills instruction and support services

Enable Efficient Statewide Leadership & Increase Coordination among Colleges

- Develop and support a strong community college system office
- Set local student success goals consistent with statewide goals
- Implement a student success scorecard.
- Develop and support a longitudinal student record system

Align Resources with Student Success Recommendations

- Consolidate select categorical programs.
- Invest in the new Student Support Initiative.
- Promote flexibility and innovation in basic skills through alternative funding mechanism.
- Do not implement outcome-based funding at this time.

To see the full report, go online to <http://californiacommunitycolleges.cccco.edu/SSTF.aspx>