



PLANNING & BUDGETING COMMITTEE

August 21, 2014

2:00 - 3:30 p.m.

Library 202

Facilitator: Rory K. Natividad

Notes: Linda M. Olsen

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Comprehensive Master Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- | | |
|---|--|
| <input type="checkbox"/> Alice Grigsby - Management/Supervisors | <input type="checkbox"/> Dawn Reid - Student & Community Adv. |
| <input type="checkbox"/> Ken Key - ECCFT | <input type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Saima Fariz – ASO | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input type="checkbox"/> Rory K. Natividad - Chair (non-voting) | <input type="checkbox"/> Gary Turner - ECCE |
| <input type="checkbox"/> Dipte Patel - Academic Affairs | <input type="checkbox"/> Lance Widman - Academic Senate |

Attendees

- | | | |
|--|---|---|
| <input type="checkbox"/> Francisco Arce – Support | <input type="checkbox"/> Irene Graff – Alt.Mgmt./Sup. | <input type="checkbox"/> Claudia Striepe - Support |
| <input type="checkbox"/> Linda Beam – Support | <input type="checkbox"/> Jo Ann Higdon – Support | <input type="checkbox"/> Michael Trevis – Alt. Adm. Serv. |
| <input type="checkbox"/> David Brown – Alt. ECCE | <input type="checkbox"/> Chris Jeffries – Support | <input type="checkbox"/> Vacant – Alt. ECCFT |
| <input type="checkbox"/> Janice Ely – Support | <input type="checkbox"/> Jeanie Nishime – Support | <input type="checkbox"/> Vacant – Alt. ASO |
| <input type="checkbox"/> Connie Fitzsimons - Alt., Ac. Affairs | <input type="checkbox"/> Emily Rader – Alt. Ac. Sen. | |
| <input type="checkbox"/> William Garcia – Alt. SCA | <input type="checkbox"/> Ericka Solarzano - Alt. Police | |

AGENDA

- | | | |
|---|-----------------------------|-----------|
| 1. Draft Minutes Approval – July 17, 2014 | R. Natividad | 2:00 P.M. |
| 2. Budget Presentation – Follow up | J. Higdon | 2:10 P.M. |
| 3. Budget Update | J. Higdon | 2:20 P.M. |
| 4. Enrollment Update | F. Arce | 2:40 P.M. |
| 5. Accreditation | J. Nishime / J. Shankweiler | 2:55 P.M. |
| 6. Institutional Planning AP/BP | I. Graff | 3:10 P.M. |
| 7. PBC Website Update | R. Natividad | 3:20 P.M. |
| 8. Adjournment | | |

Next meeting – August 28, 2014

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: August 7, 2014

MEMBERS PRESENT

Members

- | | |
|--|---|
| <input checked="" type="checkbox"/> Alice Grigsby - Management/Supervisors | <input checked="" type="checkbox"/> Dawn Reid - Student & Community Adv. |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input checked="" type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Liliana Lopez – ASO | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> Rory K. Natividad - Chair (non-voting) | <input type="checkbox"/> Gary Turner - ECCE |
| <input type="checkbox"/> Dipte Patel - Academic Affairs | <input checked="" type="checkbox"/> Lance Widman - Academic Senate |

Other Attendees: Members – David Brown, William Garcia, Irene Graff, **Support** – Francisco Arce, Jose Anaya (representing Jeanie Nishime), Babs Atane, Linda Beam, Jo Ann Higdon, Claudia Striepe, Will Warren. **Guest** – K. McLaughlin

The meeting was called to order at 1:04 p.m.

Note: Student Liliana Lopez and John Wagstaff (Support) will no longer be members of the committee.

Approval of July 17, 2014 Minutes

1. On page 2, under Adjournment, number 1, **delete: June 19, change to: August 7.**
2. The minutes were approved with the one clarification.

Budget Update – J. Higdon (powerpoint)

1. The following information was presented on what was received at the state budget workshop.
 - a. It was reported that COLA has settled at 0.85%.
 - b. The TRAN which had been done twice a year will now be cut to only once for this year.
 - c. Statewide growth was noted as 2.5%. The only new funding was the SSSP categorical fund.
 - d. The deficit came in at about 1.07%. This amount will be accrued at the end of the 2014 fiscal year. The impact of this will be a hit of \$300,000 in the unrestricted general fund for 13/14.
 - e. DSPS on a statewide level is being returned to approximately the level it was at in 2008.
 - f. It was also reported there will be no COLA for the categorical funds. J. Ely will be working with each categorical fund to see which will be allowed to carry over into the next year.
 - g. The only true new money is the AB86 money.
 - h. The money for planning purposes will be in the 40 to 50 million dollar range for AB 86. The pot of money overall in the planning will be somewhere between 250 to 750 million.
 - i. It was noted that there will not be any backfill for any of the increased STRS expenses.
 - j. Statewide growth was noted at 2.75%.
 - k. We will be borrowing 291 FTES (estimate) from summer 2014. This will translate to 60 extra sections that can be added to the current year to make up for the borrowing. It was recommended for the next meeting that Dr. Arce's office provide the current the enrollment update.
 - l. Credit was given to School Services of California whose slides were used for the presentation. Some key items on the economic policy were presented with these slides. The job gains include higher level jobs and jobs from all professions.

- m. It was projected that personal income is going to grow at a good percentage rate.
 - n. The California unemployment rate is not as bad as it could be as compared to other states.
 - o. Proposition 98 taxes were noted as temporary. If these taxes are not extended and the economy does not pick up dramatically, education will be hit hard.
2. As a follow up it was reported that for summer enrollment for 2014, 80 sections were added to the schedule in order to erase the 368 FTES deficit from last year and get on top of some of the growth.

Planning Update – I. Graff (handout)

- 1. Proposed Strategic Plan 2015-2020 was provided for committee review and discussion. Committee was provided second opportunity to review the first two pages. No changes to the mission, vision or values.
- 2. Institutional Effectiveness Outcomes have been added to the document. This is a federal mandate facilitated by the ACCJC. The mandate states that we have global college measures of student achievement and that the institution is publishing those. The institution is setting ACCJC standards as well as aspirational goals. These measures have been incorporated into the institutions five year strategic plan. We aspire to achieve these aspirational goals by 2020. Annual updates will be provided to the committee on the progress of these standards and goals.
- 3. Question arose as to how the committee will be gathering the appropriate data on the number of transfers in CTE and STEM. Suggestion was made to include an additional outcome for students in relation to the English completion rate that might be similar to outcome #9 addressing math completion rate. This addition can be made to the outcomes as we move forward. Gathering the data is challenging but various ways of getting the information is in development. Typically we cannot receive this data until the student received their four year degree.
- 4. Future meeting will provide the final version of the strategic plan.
- 5. Annual plans have been updated and a year in review document has been provided to the campus. Information from Deans and Directors on goals achieved or funded should be provided to Irene for publication in the annual plan update newsletter.
- 6. The updated/new board policy on institutional planning will be forthcoming to the committee for review. This document will also be provided to other appropriate committees or areas on campus.

PBC Membership – R. Natividad

- 1. Annual review and reaffirming of the committee membership. Members were asked to communicate with the chair about any changes to the committee or support group. A new student will be identified by William Garcia.
- 2. General timeline for the next few meetings was discussed.

Additions for Future Meetings – B. Atane, L. Beam

- 1. Enrollment Report – Dr. Arce
- 2. Accreditation Update – Dr. Nishime, Dr. Shankweiler

Negotiations and Hiring– L. Beam

- 1. Most employee group negotiations have been finalized. The Police Officer Association (POA) is pending. The District will be meeting with the POA soon. The faculty union ratified the tentative agreement and that will be going to the board in August. The classified union ratified and went to the board in July.
- 2. The timing for the new faculty identification process for hiring is being moved up due to the shortened recruitment period. The district hopes to identify new positions in October for advertising in November. This will provide additional time to complete the hiring in the spring semester and minimize the impact of interviewing in summer.
- 3. Faculty Obligation Number (FON) should be provided to the district soon. The FON has been under review by the Chancellor's Office. Discussion ensued about meeting the FON or not hiring and letting the number slip. The law states that 75% of the instruction at an institution should be provided by full time faculty. The

calculation used by the Chancellor's Office has been around since the 80's. There are penalties for each full-time faculty member that a district is short. The economic downturn resulted in the Board of Governors recognizing the difficulties districts would have in meeting this number. The FON was held in abeyance by the Board of Governors during that time but districts were still supposed to aspire to meet that number. This year the Board of Governors are now expecting district to meet the number. Six districts have already been assessed penalties by the Board of Governors. The district does have an interest in meeting the FON and replenishing the faculty ranks.

Adjournment – R. Natividad

1. The meeting adjourned at 2:20 p.m. The next meeting will be **August 21, 2014 at 2:00 p.m.**, in Library 202.

RKN/lmo

Draft



ECC BUDGET PRESENTATION

August 7, 2014

Management Forum

Presented By
Jo Ann Higdon



ECC State Allocations

1. Cola - 0.85%
2. Increased cash flow from the State
3. State-Wide growth - 2.75%
4. New SSSP Categorical Funds
5. Continued deficit –
 - a. 1.06%
 - b. ECC had used 0.7% - we are now shifting to 1%

ECC State Allocations

6. DSPS returned to ~ 2008 level
7. No Cola for Categoricals
8. Enhanced Adult Workforce Funding (AB 86)
9. \$50 Million for CTE equipment funds

ECC State Allocations

10. One-time funding for schedule maintenance/instructional equipment
11. Large STRS increases/no State backfill for STRS increases
12. No new ongoing funds regardless of revenue increases

State-Wide Growth – 2.75%

- A. Formula unknown
- B. Likely dependent on High School diplomas
- C. Specifics to be determined Oct/Nov?
- D. FY 13-14 borrowing ~ 291 FTES
- E. Low enrollment state-wide
- F. 23 districts currently in restoration

Chancellor's Budget Workshop State Economic and Fiscal Forecast

July 28 and July 30, 2014

Presented By:

Robert D. Miyashiro, Vice President,
School Services of California, Inc.

ECONOMICS AND POLICY

The National Economy

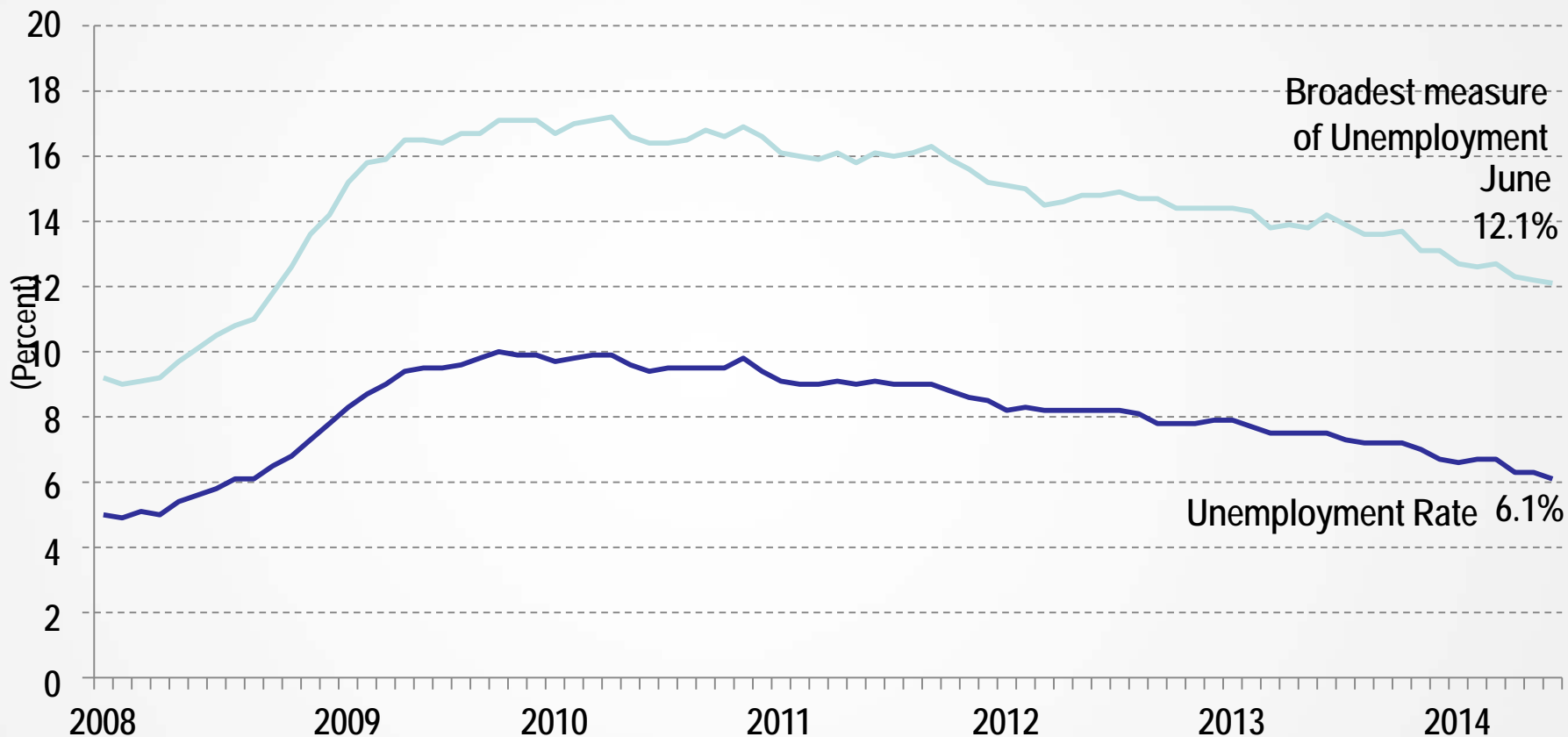
- The national recovery is fragile, but continuing
 - The national economy shrank in the first quarter due to weather disruptions and weak demand abroad
 - Softer sales at retailers suggest U.S. consumer spending remains on a trajectory of modest growth
 - Sluggish consumer spending could hold back gross domestic product (GDP) growth
 - However, there are signs of economic improvement
 - American factories gained momentum in the second quarter, recording four consecutive months of improvement on the Manufacturing Purchasing Managers' Index
 - Many economists are predicting increases in wage growth in coming months

The National Economy

- Additional encouraging economic signs:
 - Employers added 288,000 jobs in June
 - That is the fifth month in a row that hiring has topped the 200,000 mark
 - Nationally, job gains were across the spectrum of professions
 - This is a marked difference from the exclusively low-wage job increases seen earlier
 - Inflation is still relatively low, with prices up 2.1% from a year ago
 - The Federal Reserve nudged up projections for short-term interest rates, signaling confidence in the economy over the next couple years

The National Economy

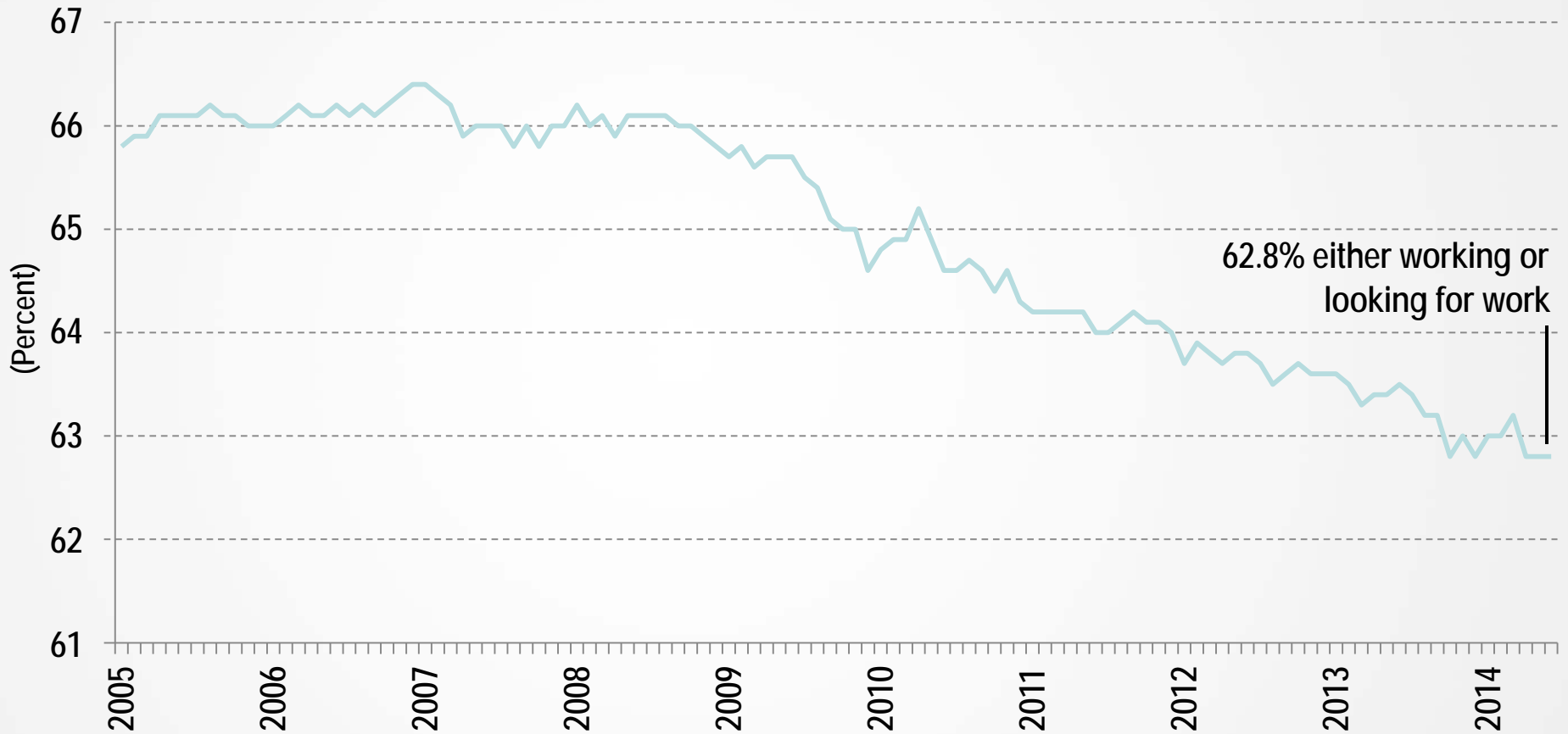
Employment Picture



Source: U.S. Department of Labor (Jobs); U.S. Department of Commerce (GDP)

The National Economy

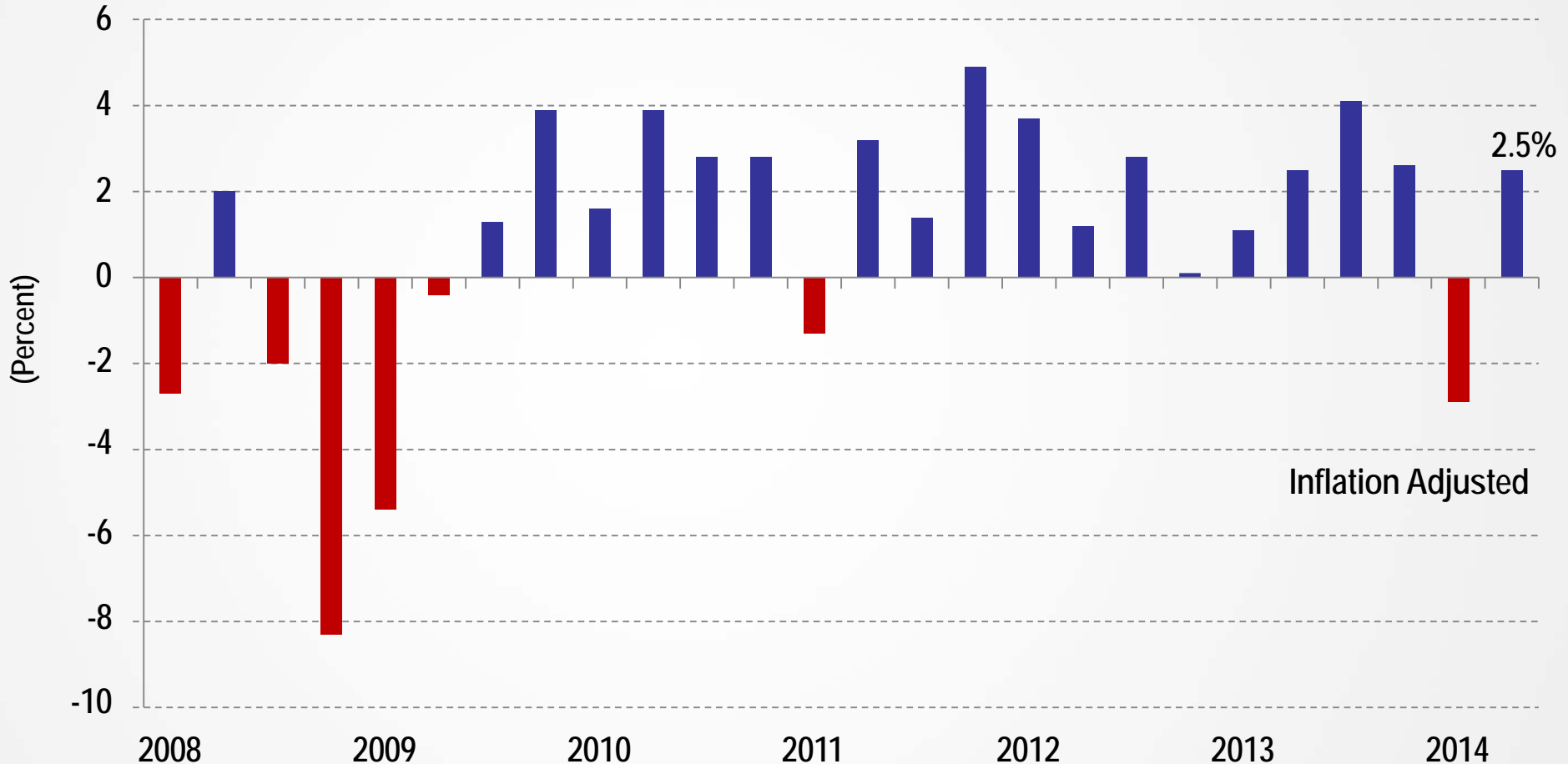
Labor Force Participation Rate



62.8% either working or looking for work

The National Economy

GDP Quarterly Change



Source: U.S. Department of Labor (Jobs); U.S. Department of Commerce (GDP)

The California Economy

- California has shown some encouraging developments recently on the economic front
 - Job growth has begun to outpace most of the nation, with significant gains in educational and health services professions
 - In the June Finance Bulletin, the Department of Finance (DOF) reported that the state has regained all but about 25,000 of the jobs lost during the recession
 - California manufacturing is still an area lacking improvement
 - None of the recent employment gains appear to be in this important area of the economy
 - Still, with a 2.1% increase in payroll growth, the improving employment picture can only help improve our communities, many of which have followed an uneven path to economic recovery

The California Economy

- The most recent UCLA Economic forecast indicates overall flat growth in new home sales combined with increased pricing, pointing to a normalization of the housing market
 - Construction patterns are still not uniform throughout the state
- The median home price in the state – at approximately \$449,000 – is at its highest since December 2007
- Foreclosures have plummeted to less than 7% of the housing market
- Multifamily unit demand is increasing, resulting in greater construction
- UCLA estimates inflation adjusted personal income growth at 3.1% in 2014 and 4.1% in 2015
- Through 2014, the California unemployment rate is expected to fall to 7.7%

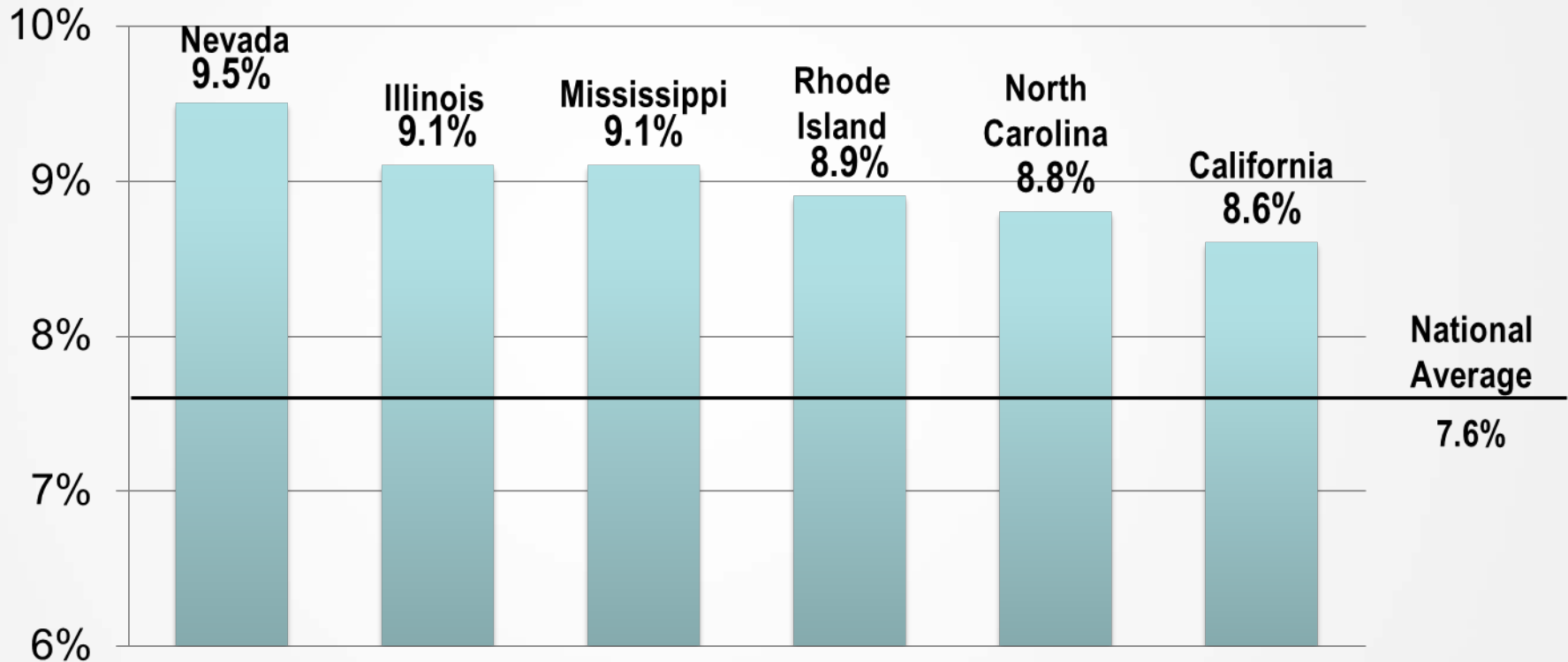
California's Unemployment Rate



Source: DOF Bulletin 2014

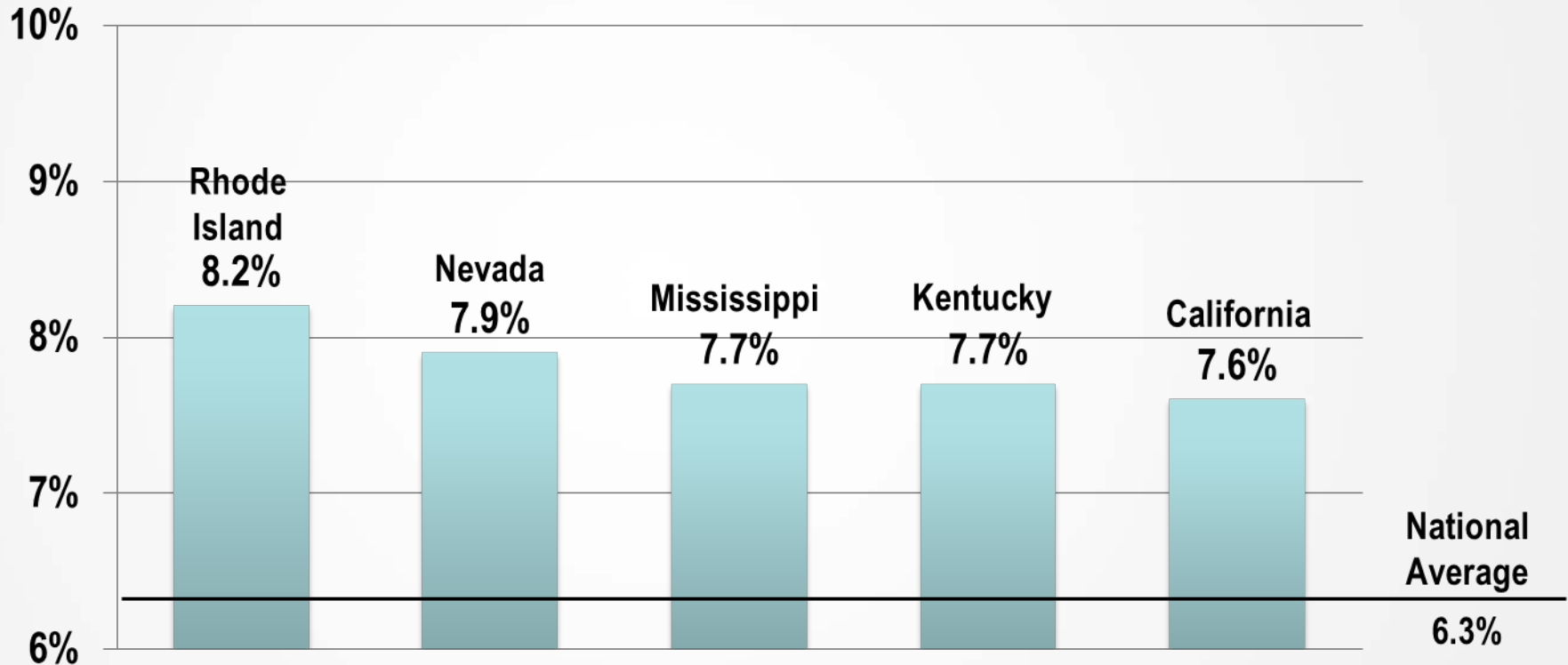
California's Unemployment Rate vs. Other States – Where We Were

Highest State Unemployment Rates March 2013



California's Unemployment Rate vs. Other States – Where We Are

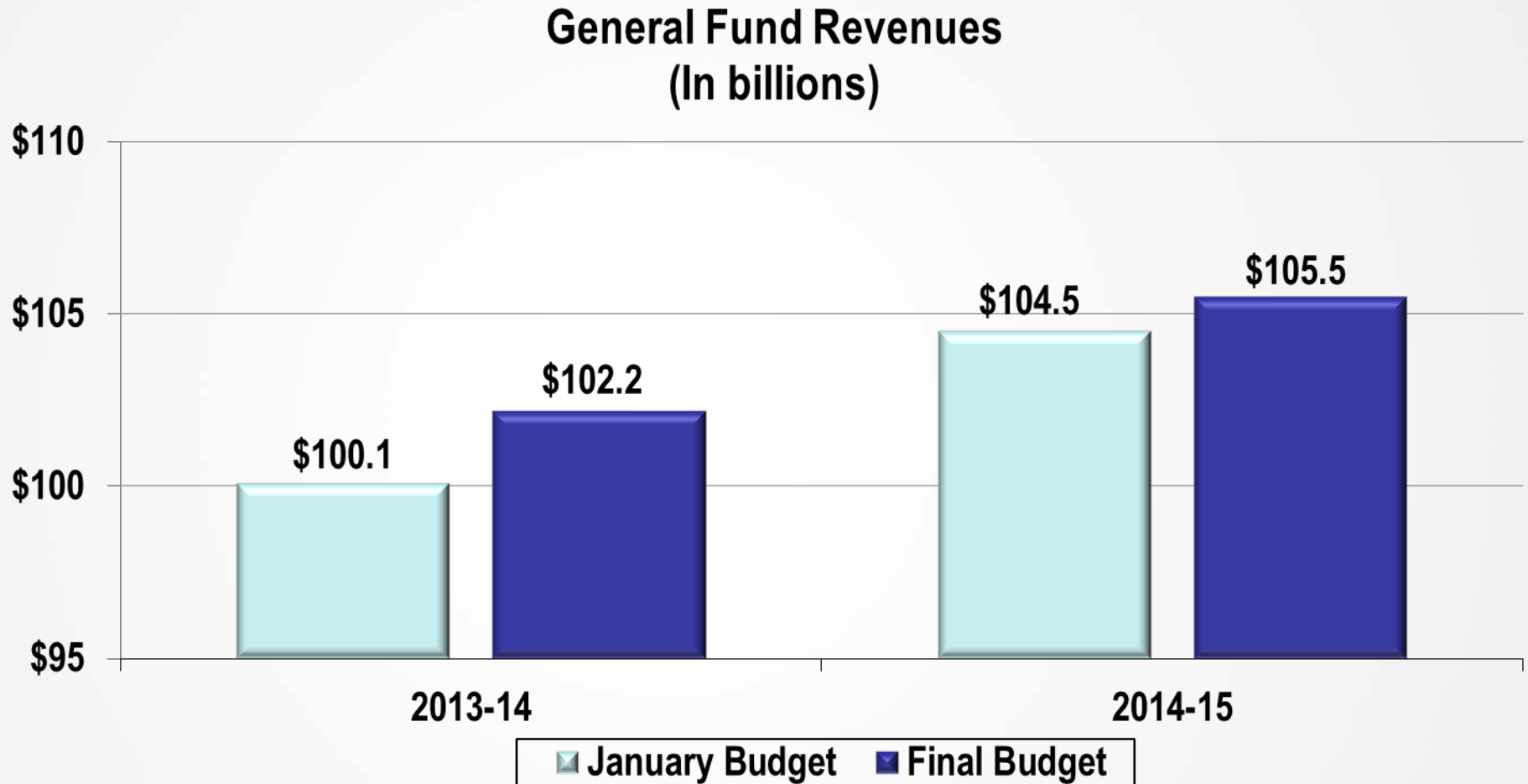
Highest State Unemployment Rates May 2014



Competing State Revenue Forecasts

- Like last year, the Administration's revenue forecast was lower than the forecast of the Legislative Analyst's Office (LAO), the Legislature's fiscal advisor
 - For 2013-14 and 2014-15 combined, the LAO forecast was \$2.8 billion in additional revenues
 - Both houses of the Legislature initially assumed the higher LAO forecast and augmented 2014-15 expenditures accordingly
 - Ultimately, however, the Budget Conference Committee adopted the Administration's revenue forecast and sent Governor Brown a Budget based largely on his May Revision expenditure plan
- Postscript to 2013-14 revenues – in the end, the LAO's forecast was closer than the Administration's, with revenues coming in roughly \$5 billion more than budgeted

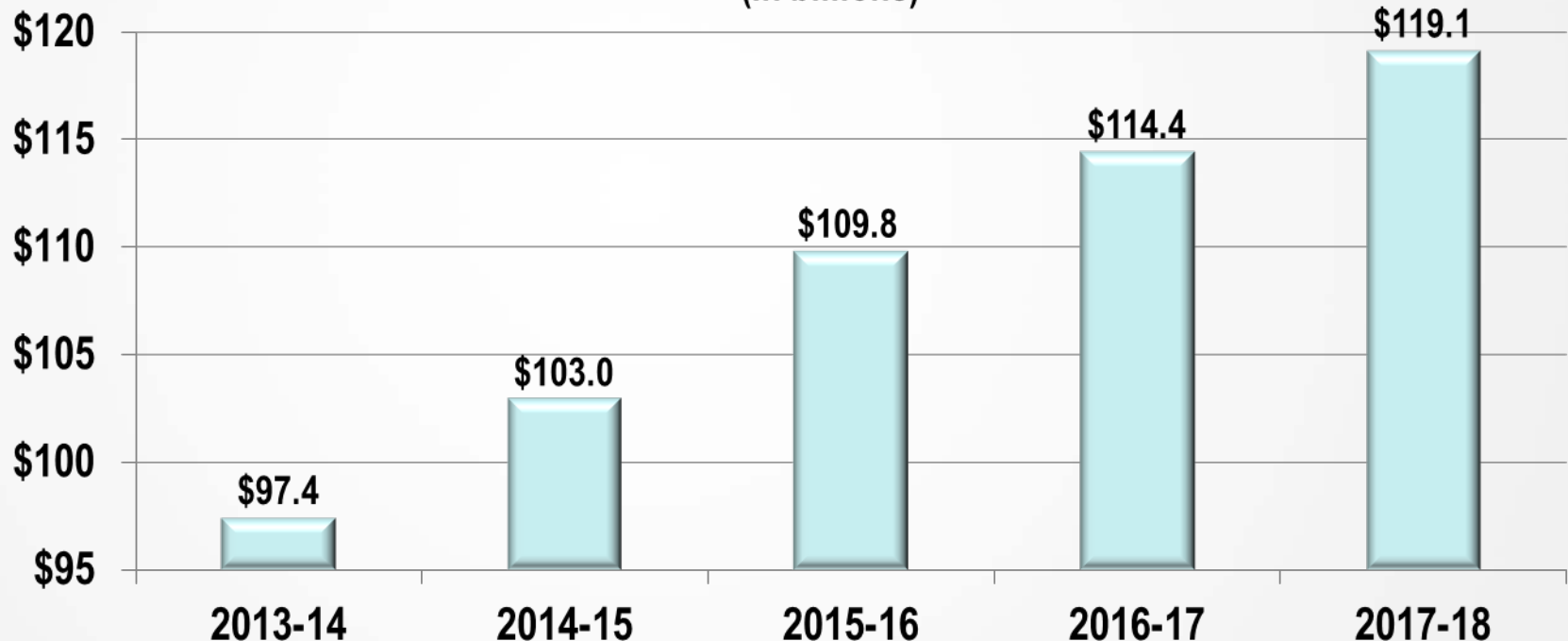
General Fund Revenues in 2014-15



Long-Term Revenue Forecast

- From 2013-14 through 2017-18, the Administration's DOF forecasts moderate growth in General Fund revenues, reflecting an improving overall economy

General Fund Revenues: Three Major Taxes*
(In billions)



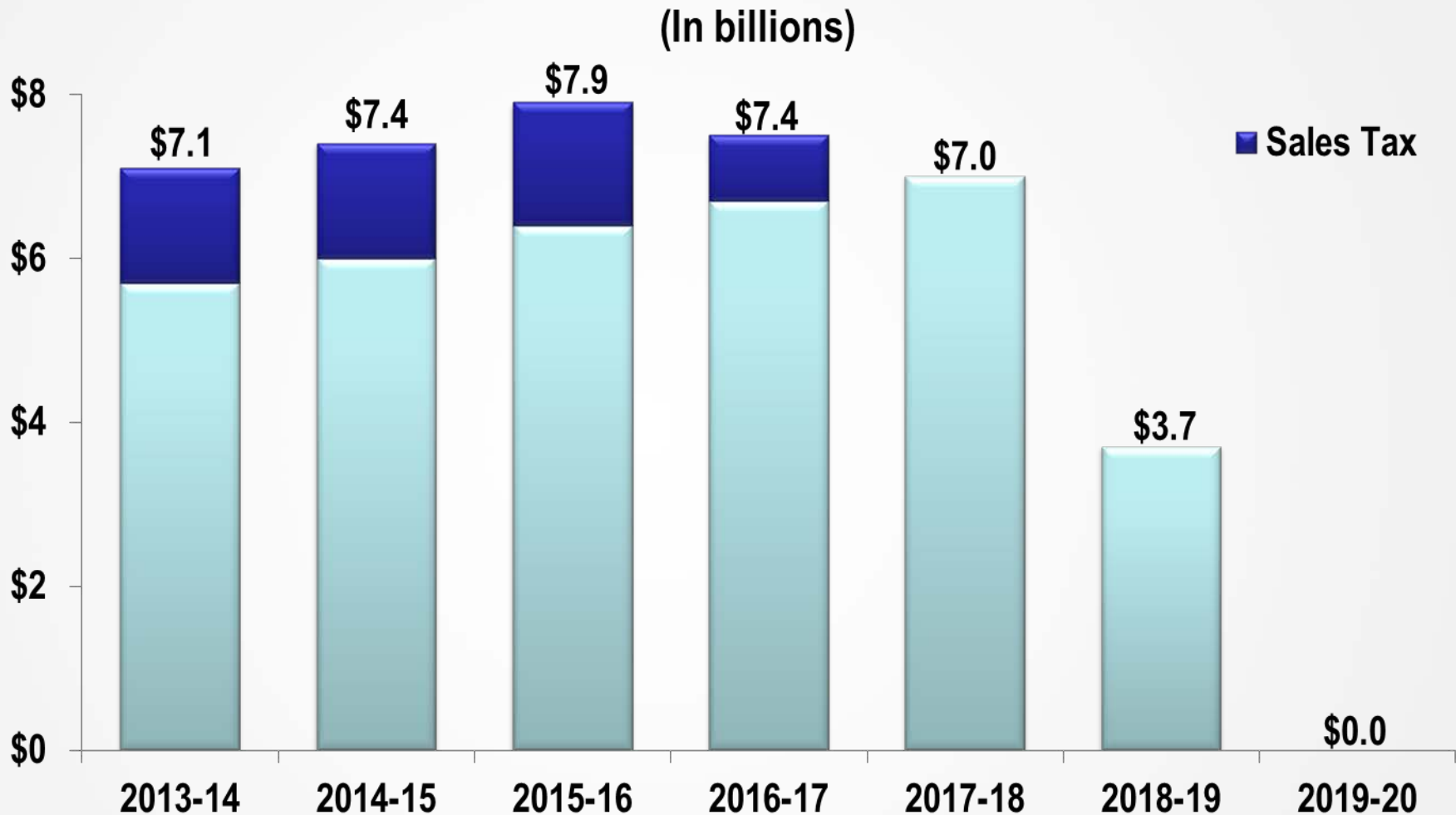
Source: Governor's May Revision, Page 77

* Personal income tax, sales and use tax, and corporation tax

Proposition 30 Taxes Are Temporary

- Proposition 30, approved by voters in November 2012, temporarily increased the state sales tax and income tax rates for high-income earners to address state revenue shortfalls stemming from the Great Recession
- The higher rates boosted revenues \$7.1 billion in 2013-14 and are forecast to provide \$7.4 billion in 2014-15
- Unless extended by the voters, these higher taxes will expire as follows:
 - The 0.25% sales tax increase expires in 2016 (i.e., the 2016-17 fiscal year)
 - The personal income tax increase expires in 2018 (i.e., the 2018-19 fiscal year)

Proposition 30 Revenue Gain and Loss

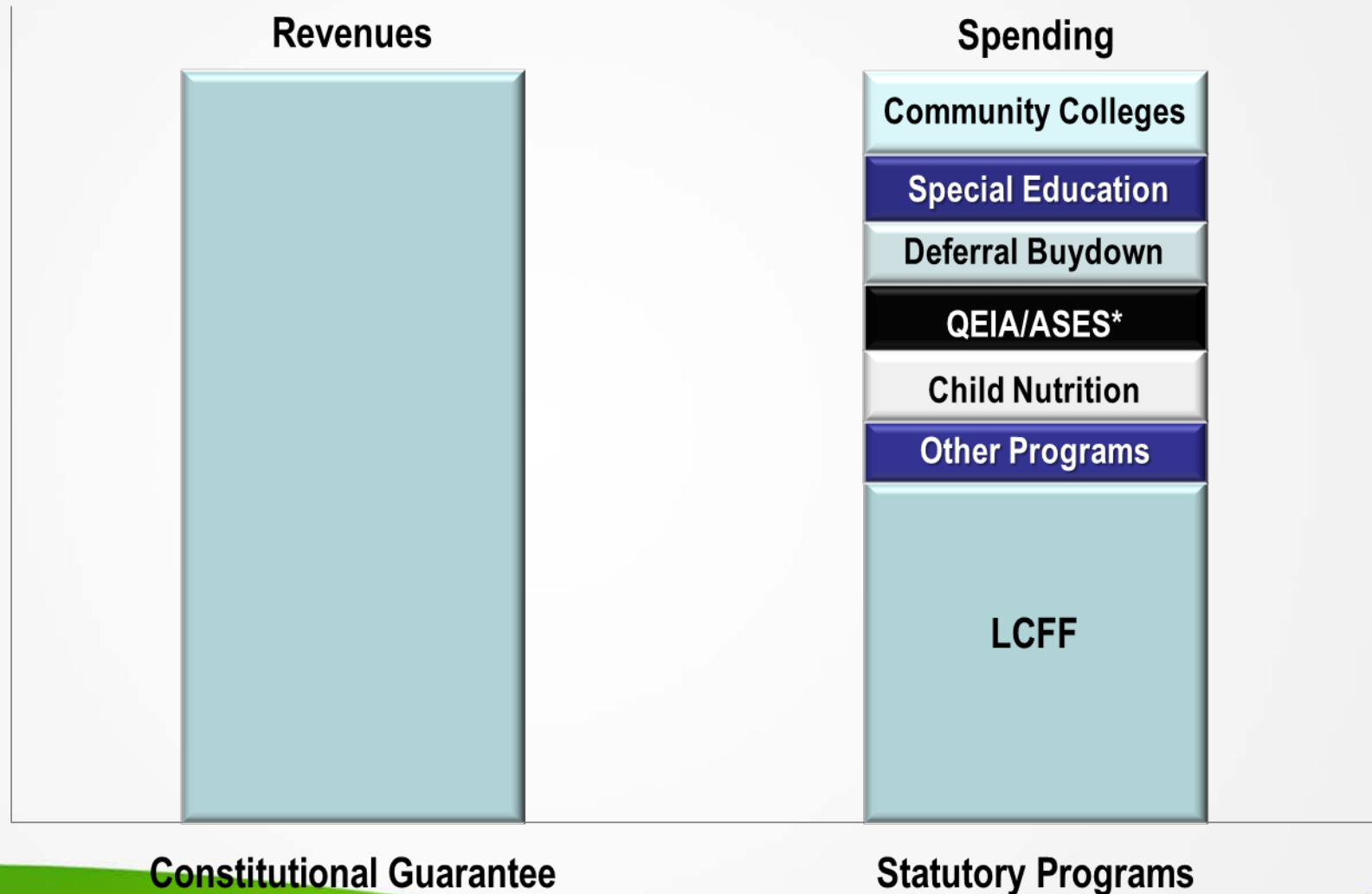


PROPOSITION 98 AND THE LOCAL CONTROL FUNDING FORMULA

Proposition 98 Funding

- Proposition 98, the constitutional minimum funding guarantee for K-14 education, adjusts total funding for increases in:
 - Workload – K-12 average daily attendance (ADA) change
 - Inflation –
 - Test 1: percentage share of General Fund revenues
 - Test 2: per-capita personal income growth
 - Test 3: per-capita General Fund revenue growth
- For 2014-15, Proposition 98 is based on Test 1 and will provide \$60.9 billion (\$44.5 billion from the state's General Fund and \$16.4 billion from local property taxes
 - An increase of \$2.6 billion, or 4.5%, from the revised 2013-14 level

Proposition 98 Revenues and Spending



Proposition 98 Upside Potential?

- Last year, the State Budget was based on the Administration's revenue forecast, which ultimately turned out to be \$5 billion lower than actual revenue collections
 - The additional revenues boosted Proposition 98 funding, which was used to buy down deferrals and reduce other past liabilities
- The LAO's 2014-15 General Fund revenue forecast is \$2.2 billion higher than the DOF's, but the Governor ultimately prevailed in negotiations with the Legislature, and the State Budget is based on the lower DOF forecast
- If General Fund tax receipts exceed the budgeted level and because Proposition 98 is funded based on Test 1, funding would increase for this fiscal year
 - K-14 education could receive an additional \$880 million if the LAO's forecast proves correct

“Rainy Day Fund”

- In conjunction with the 2014-15 Budget Act, the Legislature and the Governor agreed to place a proposition before state voters to amend the existing Budget Stabilization Account (BSA) –“Rainy Day Fund” – enacted by Proposition 58 under Governor Schwarzenegger
- Proposition 44 would amend the existing requirements as follows effective beginning in 2015-16:
 - Reduce annual contributions to the Fund from 3% to 1.5% of General Fund revenues
 - To address revenue volatility, require contributions to the Fund equal to the amount of capital gains revenue in excess of 8% of General Fund revenue
 - Limit the Fund to 10% of General Fund revenue
 - Require 50% of contributions to the Fund to be used to repay prior years’ obligations
 - Require legislation to suspend contributions to the Fund

Proposition 98 Reserve

- In addition to amending the state-level Rainy Day Reserve, Proposition 44 would establish a Proposition 98 Reserve (officially called the Public School System Stabilization Account) effective beginning in 2015-16
- Establishment of the reserve would not affect the calculation of the Proposition 98 minimum guarantee
- Transfers to the reserve would be based on capital gains collections and would only occur if specified conditions are met
 - The Proposition 98 Maintenance Factor as of June 30, 2014, which is estimated at \$6.6 billion, is fully repaid
 - Proposition 98 funding is based on Test 1
 - Full funding for enrollment growth and cost-of-living adjustment (COLA) are provided
- Transfers out of the Proposition 98 Reserve would be made during years in which the growth in the minimum funding guarantee is insufficient to fund projected enrollment growth and inflationary adjustments

Cap on Local Reserves

- In a controversial, last-minute proposal advanced by the Governor, the Legislature adopted severe limits on LEAs' local reserves
- Senate Bill (SB) 858, the omnibus education trailer bill, requires the following:
 - If a district adopts a budget with an ending fund balance in excess of the minimum reserve specified in State Board of Education (SBE) regulations (1% to 5%, based on district size), the district must:
 - Identify the minimum reserve level applicable to the district
 - Identify the amount in excess of the minimum
 - Prepare a statement that substantiates the need for the excess
 - These needs could include one-time expenditures for infrastructure, maintenance and repair, technology, contributions to unfunded liabilities such as Other Post Employment Benefits (OPEB), or other needs as determined by the local board

Cap on Local Reserves

- Provided that (1) state voters enact Proposition 44, the proposed “Rainy Day Fund” in November 2014 and (2) the state makes a contribution to the Proposition 98 Reserve created by that proposition, in the year following:
 - District reserves would be limited to two times the SBE minimum, and three times for Los Angeles Unified School District (i.e., 3%)
 - County offices of education (COEs) are authorized to provide an exemption to the reserve limit under “extraordinary fiscal circumstances”
 - This exemption is limited to two consecutive fiscal years in a three-year period
 - COEs are exempt from the cap on reserves
- In testimony before the Budget Conference Committee, the Administration’s DOF asserted that the need for local reserves would diminish because the state’s Proposition 98 reserve would cushion the loss of funds during a downturn



School
Services
of California
INC. TM

Thanks you



2014/FA

Enrollment Trends Report Per-Term Enrollment Metrics by Site

Term: **2014/FA**
 Reporting Date: **08/20/14**
 Location: **El Camino College**

Table 1: Yearly FTES Goal

Funded FTES Cap	19,209
"Borrowed" FTES deficit	291
Academic Year FTES Goal	19,500

Table 2: Enrollment To Date

**Registration Day 121	2013/FA	2014/FA		% Change FA to FA	% From Target
	9/11/13	8/20/14	Target		
Sections	2,056	2,142	2,154	4.2%	-0.6%
Seats Filled	60,669	59,848		-1.4%	
Unduplicated Headcount*	23,993	23,287		-2.9%	
Section Fill Rate	94%	89%		-5.2%	
Projected FTES (Nonresident)	518	569		9.8%	
Projected FTES (Resident)	8,473	8,487	8,915	0.2%	-4.8%

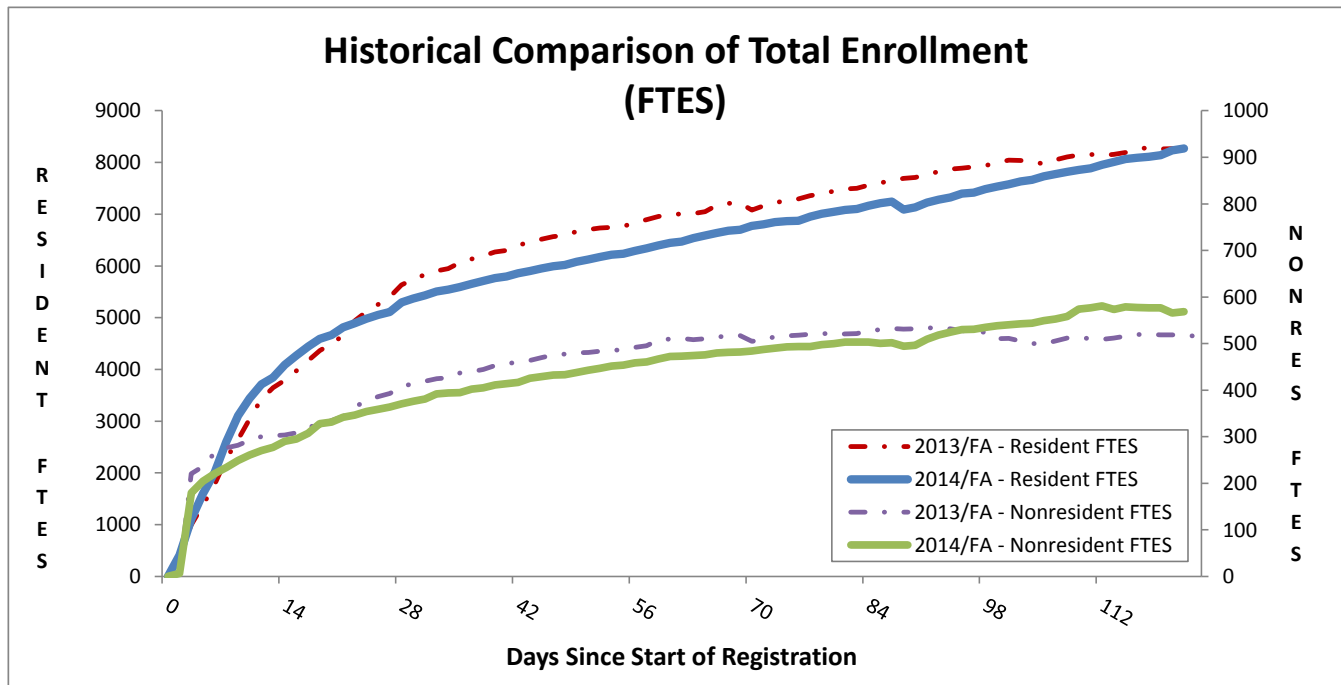
* 2013/FA headcount taken as of term census

**The start of registration for 2013/FA was May 14, 2013. The start of registration for 2014/FA was April 22, 2014.

Table 3: Detail by Attendance Type

**Registration Day 121	2013/FA Enrollment Totals			2014/FA Enrollment Totals		
	Sections	Seats	FTES	Sections	Seats	FTES
Weekly Census	1,742	54,107	7,728	1,846	53,579	7,628
Daily Census	128	3,193	293	94	1,874	293
Positive Attendance*	96	1,016	204	91	845	215
Distance Education	63	2,322	243	86	3,376	340
Independent Study	16	12	0	7	13	0
Adult education/Non-credit	11	19	1	10	113	11
CCE	0	0	0	7	48	0
Totals	2,056	60,669	8,470	2,141	59,848	8,487

* Positive attendance FTES value is a projection



2014/FA

Enrollment Trends Report Per-Term Enrollment Metrics by Site

Term: **2014/FA**
 Reporting Date: **08/20/14**
 Location: **Compton Center**

Table 1: Yearly FTES Goal

Funded FTES Cap	6,242
"Borrowed" FTES deficit	500
Academic Year FTES Goal	6,742

Table 2: Enrollment To Date

**Registration Day 121	2013/FA	2014/FA		% Change FA to FA	% From Target
	9/11/13	8/20/14	Target		
Sections	571	639	679	11.9%	-5.9%
Seats Filled	17,549	16,947		-3.4%	
Unduplicated Headcount*	7,756	7,140		-7.9%	
Section Fill Rate	92%	81%		-11.2%	
Projected FTES (Nonresident)	33	35		7.1%	
Projected FTES (Resident)	2,493	2,374	2,974	-4.8%	-20.2%

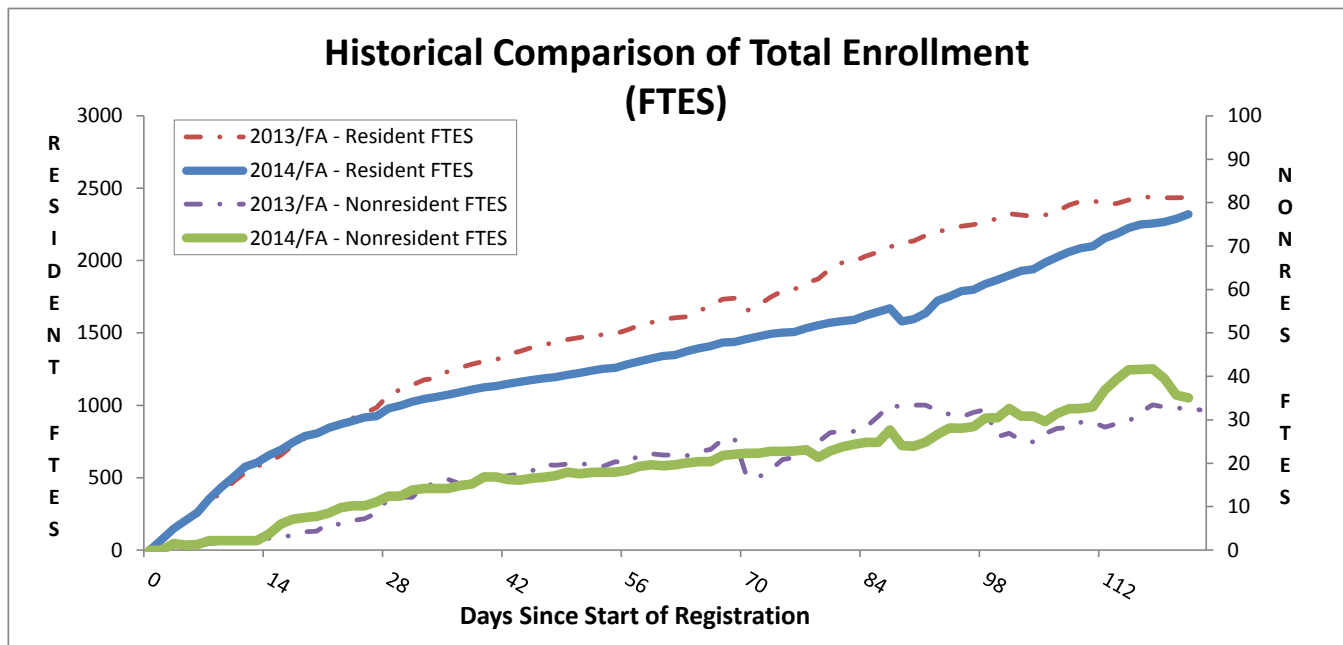
* 2013/FA headcount taken as of term census

**The start of registration for 2013/FA was May 14, 2013. The start of registration for 2014/FA was April 22, 2014.

Table 3: Detail by Attendance Type

**Registration Day 121	2013/FA Enrollment Totals			2014/FA Enrollment Totals		
	Sections	Seats	FTES	Sections	Seats	FTES
Weekly Census	413	13,817	2,071	472	13,211	1,971
Daily Census	68	1,369	143	76	1,249	120
Positive Attendance	25	216	58	27	205	54
Distance Education	55	2,055	220	55	2,212	229
Independent Study	0	0	0	0	0	0
Adult education/Non-credit	0	0	0	0	0	0
CCE	10	92	0	9	70	0
Totals	571	17,549	2,493	639	16,947	2,374

* Positive attendance FTES value is a projection



EL CAMINO COMMUNITY COLLEGE DISTRICT
2014-2015 FINAL BUDGET
GENERAL FUND UNRESTRICTED - FUND 11
REVENUE

DRAFT 8-16-2014 Version 3

Account Number	Description	2012-2013 Actual Revenue	2013-2014 Unaudited Revenue	2014-2015 Final Budget
BEGINNING BALANCE JULY 1		21,106,654	20,767,239	17,897,296
ADJUSTMENT		8,509	34,488	0
ADJUSTED BEGINNING BALANCE JULY 1		21,115,163	20,801,727	17,897,296
<u>REVENUE</u>				
<u>FEDERAL REVENUE</u>				
8190	Other Federal Revenue	93,125	88,813	85,000
8199	Financial Aid Administrative Allowance	49,395	62,310	60,000
Total Federal Revenue		142,520	151,123	145,000
<u>STATE REVENUE</u>				
8610	Principal Apportionment	41,538,710	47,554,151 a)	49,495,253 e)
8610	Education Protection Account Funds	14,531,599	14,099,243 b)	15,074,404 f)
8610	Potential Revenue Shortfall	483,911	0	0
8606	Part-Time Faculty Apportionment	407,250	407,250	407,250
8612	Prior Year Apportionment Correction	295,478	605,361 c)	0
8613	Current Year Apportionment Correction	0	(794,790)	0
8614	SFAA Enrollment Fee Administration	267,387	260,047	281,422
8621	State Indirect Costs	96,675	84,938	80,000
8672	Homeowner's Property Tax Relief	198,148	185,603	198,100
8680	Lottery Funds	2,179,883	2,460,216 d)	2,379,000 g)
8690	Other State Revenue	12,917	5,697	0
8691	Mandated Cost Claims	0	0	0
Total State Revenue		60,011,958	64,867,716	67,915,429

Notes to Revenue a) through i), see page 5

EL CAMINO COMMUNITY COLLEGE DISTRICT
 2014-2015 FINAL BUDGET
 GENERAL FUND UNRESTRICTED - FUND 11 (General)
 REVENUE

DRAFT 8-16-014 Version 3

Account Number	Description	2012-2013 Actual Revenue	2013-2014 Unaudited Revenue	2014-2015 Final Budget
<u>LOCAL REVENUE</u>				
8800	Administrative Oversight	500,000	50,000 h)	50,000
8800	Police Dept. Services--Compton Center	1,384,665	1,368,748 i)	1,400,000
8810	Educational Revenue Augmentation	0	0	0
8811	District Taxes - Secured Roll	22,394,481	23,777,342	23,651,651
8812	District Taxes - Supplemental	318,441	522,619	500,000
8813	District Taxes - Unsecured Roll	949,215	974,011	950,000
8816	District Taxes - Prior Years	2,827,191	(263,330)	1,535,000
8818	Penalties/Interest on Delinquent Taxes	0	315,857	0
8819	Redevelopment Agency Funds	1,142,119	329,076	0
8841	Food Services Commission	54,436	50,496	50,000
8842	Equipment Sales	0	22,938	0
8850	Rentals and Leases	204,384	180,170	180,000
8851	Lease Contract-Pioneer Theater	240,000	240,000	240,000
8860	Interest and Investment Income	551,837	224,291	220,000
8874	Enrollment Fees	7,823,660	7,532,499	7,811,027
8879	Transcript Fees	110,588	108,811	100,000
8880	Non-Resident Tuition	396,276	501,859	475,000
8885	Non-Resident Tuition-Foreign	3,571,515	3,514,497	3,500,000
8887	Catalogs and Class Schedules	25,515	14,109	10,000
8889	Student Fines/Fees	26,119	29,251	25,000
8890	Parking Citations	387,116	335,720	300,000
8890	Processing Fees	4,126	3,449	3,000
8890	Discovery	25,158	21,917	21,500
8891	Center for the Arts	74,298	246,512	243,000
8893	Miscellaneous Income	304,117	527,845	150,000
8895	Community Advancement Transfer	200,000	200,000	200,000
Total Local Revenue		43,515,257	40,828,687	41,615,178
<u>INCOMING TRANSFERS</u>				
8980	Transfer from Other Funds	950,000	0	0
Total Incoming Transfers		950,000	0	0
TOTAL REVENUE - ALL SOURCES		104,619,735	105,847,526	109,675,607
TOTAL BEGINNING BALANCE AND REVENUE		125,734,898	126,649,253	127,572,903

Notes to Revenue j) through k), see page 5

EL CAMINO COMMUNITY COLLEGE DISTRICT
2014-2015 FINAL BUDGET
GENERAL FUND UNRESTRICTED - FUND 11
EXPENDITURES

DRAFT 8-16-2014 Version 3

Account Number	Description	2012-2013 Actual Expenditures	2013-2014 Unaudited Expenditures	2014-2015 Final Budget
<u>ACADEMIC SALARIES</u>				
1100	Regular Schedule, Teaching	23,727,452	24,278,265 j)	25,146,826 l)
1200	Regular Schedule, Non-Teaching	7,263,705	7,375,635	7,414,371
1300	Other Schedule, Teaching	12,829,824	14,478,591	15,373,033 m)
1400	Other Schedule, Non-Teaching	769,768	900,726	909,733
Total Academic Salaries		44,590,749	47,033,217	48,843,963
<u>CLASSIFIED SALARIES</u>				
2100	Full Time	20,840,117	21,362,080	23,829,121
2200	Instructional Aides	1,505,907	1,608,596	1,624,682
2300	Student Help, Hourly and Overtime	2,303,011	2,476,502	2,593,635
Total Classified Salaries		24,649,035	25,447,178	28,047,438
<u>STAFF BENEFITS</u>				
3120	State Teachers' Retirement	3,145,991	3,260,698	3,493,358
3200	Public Employees' Retirement	2,586,444	2,707,839	2,963,125 n)
3300	Social Security - OASDI/Medicare	2,362,289	2,417,538	2,664,507
3400	Health and Welfare - Medical	7,571,971	7,328,024 X6	7,587,910 o)
3500	Unemployment Insurance	684,686	38,130	38,511
3600	Workers' Compensation Insurance	1,412,622	1,303,880	1,442,529
3700	Cash in Lieu of Insurance	101,499	102,274	105,000
3800	Other Benefits	199,587	261,941	260,000
3900	Retiree Benefits	609,156	741,306 X6	0 p)
Total Staff Benefits		18,674,245	18,161,630	18,554,940
<u>BOOKS, SUPPLIES AND MATERIALS</u>				
4200	Books	4,454	0 k)	7,163
4300	Instructional Supplies	44,003	42,694 k)	721,419 •
4400	Other Instructional Supplies	58,227	61,932	99,830
4500/46				
00	Non-Instructional Supplies/Gasoline	809,766	870,270	1,034,996
Total Books, Supplies and Materials		916,450	974,896	1,863,408

Notes to Expenditures l) through r), see page 6

EL CAMINO COMMUNITY COLLEGE DISTRICT
2014-2015 FINAL BUDGET
GENERAL FUND UNRESTRICTED - FUND 11
EXPENDITURES

DRAFT 8-16-2014 Version 3

Account Number	Description	2012-2013 Actual Expenditures	2013-2014 Unaudited Expenditures	2014-2015 Final Budget
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>				
5100	Contract for Personal Services	388,387	486,488	1,676,067 r)
5200	Travel, Conference and Training	321,806	346,164	350,662
5300	Dues and Memberships	144,752	166,133	187,661
5400	Insurance	900,000	900,000	900,000
5500	Utilities and Housekeeping Services	2,716,134	2,936,390	3,089,141
5600	Contracts, Rentals, and Repairs	2,108,998	2,526,924	2,653,270
5700	Legal, Elections, and Audit Expense	846,325	733,357	841,500
5800	Other Services, Postage, Advertising	2,467,498	1,829,724	2,035,816
5900	Miscellaneous	168,432	165,611	200,000
Total Contract Services and Operating Expenses		<u>10,062,332</u>	<u>10,090,791</u>	<u>11,934,117</u>
<u>CAPITAL OUTLAY</u>				
6300	Library Books	104,668	0 k)	105,710 s)
6400	Equipment	328,064	444,661 q)	1,750,000 s)
Total Capital Outlay		<u>432,732</u>	<u>444,661</u>	<u>1,855,710</u>
<u>OTHER OUTGO</u>				
7300	Interfund Transfer	5,642,116	6,599,584	5,921,371
TBD	Estimated Savings - Budget to Actual	0	0	(4,000,000)
Total Other Outgo		<u>5,642,116</u>	<u>6,599,584</u>	<u>1,921,371</u>
TOTAL EXPENDITURES / APPROPRIATIONS		<u>104,967,659</u>	<u>108,751,957</u>	<u>113,020,947</u>
SUBTOTAL ENDING BALANCE / RESERVES		<u>20,767,239</u>	<u>17,897,296</u>	<u>14,551,956</u>
TOTAL ENDING BALANCE / RESERVES		20,767,239	17,897,296	14,551,956
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u>125,734,898</u>	<u>126,649,253</u>	<u>127,572,903</u>

Notes to Expenditures s) through t), see page 6

19.78%	16.46%	12.88%
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EL CAMINO COMMUNITY COLLEGE DISTRICT
2014-2015 FINAL BUDGET
GENERAL FUND UNRESTRICTED - REVENUE

Notes to Actual Revenue 2013-14 - Page 1

- a) General apportionment funding based on full State funding of 18,463 credit FTES and 7 non-credit FTES. Base funding remained at \$8,857,454.
- b) The Educational Protection Account portion of the State General Apportionment.
- c) Additional State Apportionment -Recalculation of the District's 2012-13 allocation.
- d) A portion of lottery proceeds and matching instructional supplies expenditures were transferred to the Restricted General Fund per State mandate.

2014-15 Final Budget Assumptions - Revenue

- e) General apportionment funding is based on full State funding of 19,155 credit FTES and 7 non-credit FTES, 0.85% Cost of Living Adjustment (COLA) of \$804,263, and 2011-12 Growth (Restoration) funding of \$3,238,142.
- f) The Educational Protection Account portion of the State General Apportionment.
- g) Lottery income based on \$122 per FTES.

Notes to Actual Revenue 2013-14 - Page 1

- h) Administrative fee related to the Compton Center reduced from \$500,000 to \$50,000.
- i) Campus Police services for the Compton Educational Center are paid for by the Center.

EL CAMINO COMMUNITY COLLEGE DISTRICT
2014-2015 FINAL BUDGET
GENERAL FUND UNRESTRICTED - EXPENDITURES

Notes to Actual Expenditures 2013-14 - Page 3

- j) Includes Paramedic course instructors - \$602,000.
- k) A portion of Instructional Supplies expenditures was moved to the Restricted General Fund to match the restricted portion of Lottery proceeds received in 2013-14.

2014-15 Final Budget Assumptions - Expenditures

- l) Includes six new faculty members, does not include paramedic course instructors.
- m) Includes overload and adjunct faculty funds for additional class sections to be offered in 2014-15.
- n) PERS employer contribution rate to increase from 11.442% to 11.7%.
STRS employer contribution rate to increase from 8.25% to 8.88%.
- o) District portion of medical insurance premiums to remain stable.
- p) Retiree Benefits will be funded from the Post Employment Benefits Fund.

Notes to Actual Expenditures 2013-14 - Page 4

- q) Equipment needs identified through program review and budget planning process.

2014-15 Tentative Budget Assumptions - Expenditures

- r) Includes Paramedic and Fire Academy Programs as contract service agreements of \$1 million. Salary amounts of contracts are transferred to academic salary account (Object 1110) at year-end as shown in the 2013-14 actual expenditures.
- s) Capital outlay funding sources and needs under review (awaiting specifics from Chancellor's Office and re-prioritization to follow).

INTERFUND TRANSFERS

FROM:	General Fund-Unrestricted (11)	
TO:	General Fund-Restricted (12) Parking	\$ 330,000
	General Fund-Unrestricted (14) Compton Center Related	1,116,593
	General Fund-Unrestricted (15) Special Programs	3,349,778
	Dental Fund (63)	900,000
	Workers' Compensation Fund (61)	100,000
	Property & Liability Fund (62)	100,000
	Auxiliary Services Fund (79)	25,000
		<u>\$ 5,921,371</u>
FROM:	General Fund-Restricted (15)	
TO:	Special Reserve Fund-Retiree Health Premiums (17)	\$ 2,400,000
	Auxiliary Services Fund (79)	57,500
		<u>\$ 2,457,500</u>

CONTRIBUTIONS TO OTHER FUNDS

FROM:	General Fund-Unrestricted (11)	
TO:	Workers' Compensation Fund (61)	\$ 1,442,529
	Property & Liability Self-Insurance Fund (62)	900,000
	Total Contributions to Other Funds	<u>\$ 2,342,529</u>
FROM:	Bookstore Fund (51)	
TO:	Auxiliary Services Fund (79)	<u>\$ 100,000</u>
FROM:	Auxiliary Services Fund (79)	
TO:	Associated Students Fund (71)	<u>\$ 28,400</u>

I. INTRODUCTION

The District implements a broad-based comprehensive and integrated planning system that is a primary foundation for strategic directions and resource allocation decisions. The Superintendent/President is responsible for implementation and evaluation of this process.

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's planning processes are put into practice with the ultimate outcome that more students from our diverse community attain educational success and achieve their academic and life goals.

The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission. The College regularly develops a master plan that is based on the mission and strategic initiatives and is guided by college-wide processes. These processes consist of curriculum review, program review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college.

Processes and entities described herein reference El Camino College, with parallel processes and entities existing at El Camino College Compton Center.

II. ROLES & RESPONSIBILITIES

The College's planning process is guided by several agents to ensure that it is strategic, fiscally sound, integrated, collegial, effective, and on-going.

A. The Board of Trustees

The Board of Trustees is ultimately responsible for ensuring effective institutional planning for the College. They do this by reviewing the Institutional Planning Board Policy 3250 and related College-wide plans on an annual basis.

B. Superintendent/President

The Superintendent/President ensures that the District develops and implements a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional and other research. The Superintendent/President also ensures the evaluation of this process. When appropriate, the Superintendent/President considers and enacts recommendations from planning committees, and makes recommendations to the Board.

C. Vice President, Student and Community Advancement

The Vice President of Student and Community Advancement (VP-SCA) oversees the development and implementation of the strategic plan, master plan, and annual planning and budgeting processes. The VP-SCA is responsible for ensuring the meaningful integration and implementation of all plans and processes, and the regular evaluation of those processes. With the Vice President of Academic Affairs, the VP-SCA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other student services plans and program reviews.

Reporting to the VP-SCA, the Director of Research and Planning coordinates College-wide strategic planning processes and supports the creation of annual unit and program plans. The Director coordinates activities related to the College-wide evaluation and accomplishment of institutional goals stated in the Strategic Plan, Master Plan, and annual plans.

D. Vice President, Academic Affairs

The Vice President of Academic Affairs (VP-AA) guides the College's Educational Plan and continuous instructional improvement. The VP-AA ensures curriculum review, academic program review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, and that they support the mission and strategic initiatives. With the VP-SCA, the VP-AA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan.

E. Vice President, Administrative Services

The Vice President of Administrative Services (VP-AS) prepares Tentative and Final Budgets in accordance with budget assumptions and College priorities, and in consultation with the Superintendent/President and the Planning and Budgeting Committee. The budget is developed and adopted in accordance with the planning and budgeting calendar and other timelines. The VP-AS oversees the Facilities Master Plan, Technology Plan, and Administrative Services program reviews.

F. Vice President, Human Resources

The Vice President of Human Resources (VP-HR) guides human resources planning through staffing and professional development plans, and equal employment opportunity (EEO) planning. This includes ensuring staffing plans are meaningfully integrated with other plans and processes, support the mission, and advance the strategic initiatives. Professional development related to short-term and long-term planning processes is conducted under the auspices of Human Resources.

G. Vice President, Compton Center

The Vice President of Compton Center (VP-CC) guides the College's Educational Plan and the continuous improvement of instruction and student services at El Camino College Compton

Center (ECC Compton Center). These responsibilities include ensuring that Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, support the mission, and advance the strategic initiatives. The VP-CC oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other plans local to ECC Compton Center.

H. Planning & Budgeting Committee

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues. All committee activities are reported to the College community. PBC membership consists of one representative each from the Associated Students Organization (ASO), Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management, as well as representatives from Academic Affairs, Administrative Services, and Student and Community Advancement. *Ex officio* supporting members of the PBC include Area Vice Presidents, Business Manager, Information Technology Services (ITS) management, and the Director, Research and Planning. The committee is led by a non-voting chair appointed by the Superintendent/President.

I. Strategic Planning Committee

The Strategic Planning Committee (SPC) forms every five years to develop a new Strategic Plan, College Master Plan, and associated Implementation Plans, and recommends a course of action to the Superintendent/President. The SPC reconvenes annually to evaluate the status of implementation plans. SPC membership consists of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, El Camino College Foundation, and Division leadership. *Ex officio* membership includes representatives from each aspect of the long-term planning process described below. The SPC, is co-chaired by the Vice President, Student and Community Advancement, and Director, Research and Planning.

J. College-wide Accreditation Team

The College-wide Accreditation Team (CAT) provides continual evaluation to the College on areas related to accreditation, including institutional effectiveness (see Administrative Procedure 3200). Duties include monitoring progress on strategic initiatives and student achievement measures; developing a plan or cycle for accreditation tasks that includes the integration of actionable improvement plans into institutional planning; and ensuring that College processes reflect current accreditation standards.

III. PLANNING MODEL

College-wide planning processes are described visually in its Planning Model. The Planning Model consists of six general categories of planning: a) foundations; b) long-term planning; c) targeted planning; d) institutional effectiveness processes; and e) annual planning. These processes are integrated and guide resource allocation to produce the ultimate outcomes of institutional effectiveness and greater student success. Each planning process includes an implementation plan to effectively carry out the strategies of each. The Planning Model is evaluated and modified before the commencement of each five-year strategic planning cycle, or as needed.

A. Foundation of Institutional Planning: The Strategic Plan

The College's foundation for institutional planning is the Strategic Plan. It contains the College's mission, vision, values, and strategic initiatives that establish goals and objectives for greater institutional effectiveness. It represents a plan of action to increase student success and learning, respond to community needs, and improve overall institutional effectiveness.

The mission is reviewed regularly and revised as needed to ensure that it reflects community and workforce needs; supports student learning and success; and is in accord with the California Master Plan for Education. The Vision is an aspirational statement of what the College desires to achieve within the period of the Strategic Plan. Values describe the character of the institution's workforce and its approach to improving the institution.

The strategic initiatives are ~~college-wide goals~~ developed to help implement the mission and focus efforts toward student success and institutional effectiveness. Strategic initiatives drive planning and resource allocation, as planning goals are prioritized by their associated strategic initiatives. Each strategic initiative is linked to a specific set of objectives. Progress on each initiative is measured annually by way of these objectives.

The plan is revised every five years by the Strategic Planning Committee based on external trends, institutional research, strategic analysis, and other needs assessments. It is reviewed through a College-wide consultation process and recommended to the Superintendent/President. The final Strategic Plan is approved by the Board of Trustees as Board Policy 1200. The Master Plan serves as its implementation plan.

B. Long-term Planning

1. Master Plan:

The College Master Plan (CMP) is a detailed plan developed to implement the College's strategic plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. The CMP contains a five-year Implementation Plan as well as a 20-year projection of student and community needs. The implementation plan contains a series of recommendations and priorities informed by other planning processes and a timeline for achieving these recommendations. The long-term projection is submitted to the California

Community Colleges Chancellor's Office (Chancellor's Office) to demonstrate building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking on any building project for the college. The facilities plan and long-term projection is also used as back up documentation when seeking to be included in statewide bond initiatives.

A new CMP is developed every five years, beginning with a comprehensive external scan of trends affecting the college's future. These include, but are not limited to, trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy. Internal evidence of student demographics, academic achievement, and learning outcomes also serves as a foundation for development of the master plan. Finally, feedback from the community and current students is gathered regularly to ensure that the college mission and long-term plans consider these needs. The office of Institutional Research & Planning coordinates the gathering of this evidence.

The ad hoc Strategic Planning Committee (SPC) forms to review evidence and develop the CMP. The Strategic Planning Committee is composed of faculty, staff, and managers involved with college planning, Program Review, curriculum, and assessment of learning. After development of a new Strategic Plan and review external and internal evidence, the SPC develops a framework for a new educational plan. Evidence from Program Review, curriculum, student achievement measures, learning outcomes, and previous master plan updates also contribute to developing the Educational Plan.

Program- and Unit-level information is utilized for master planning in two ways. First, Program data are used to forecast department technology and facilities needs throughout the College. Second, findings and recommendations from periodic program and unit evaluations, through the Program Review process, contribute to long-term planning, where applicable.

The CMP and all sub-plans contain Implementation Plans to carry out goals during the timespan of each. Implementation Plans are reviewed and updated by the appropriate Unit or planning committee on an annual basis. The college's Planning and Budgeting Committee (PBC) reviews the College Master Plan annually, measures its progress by way of planned outcomes and targets, and recommends changes, as needed. The Board of Trustees reviews and approves the College Master Plan and reviews its Implementation Plan annually.

2. Educational Plan:

The Educational Plan focuses on a vision for the College and its programs and services for the future. It contains enrollment trends and growth projections; forecasted space needs to inform the Facilities Master Plan; College and program profiles; and a set of clear priorities and intended actions to guide college planning over a five-year period. These priorities and actions are in accord with the Strategic Plan and Targeted Plans, such as the Student Success and Support Programs Plan (SSSP) and Student Equity Plan (SEP). The Educational Plan informs the development or revision of the Facilities, Staffing, and Technology Plans.

The SPC develops the Educational Plan under the guidance of the VP-AA. Implementation of the plan is overseen by the VP-AA and monitored annually by the Academic Senate, College Council, Council of Deans and Directors, PBC, and the President's Cabinet.

3. Staffing Plan:

The Staffing Plan details current and forecasted staffing levels, hiring and evaluation practices, retirement and secession planning, and training needs. It contains a set of goals for workforce and professional development that reflect the Strategic Plan and support the priorities of the Educational Plan. The Staffing Plan informs technology and training needs for the Technology Plan and office space needs for the Facilities Master Plan.

Human Resources develops the Staffing Plan under the guidance of the VP-HR. Implementation of the plan is overseen by the VP-HR and monitored annually by the PBC and the President's Cabinet.

4. Technology Plan:

The Technology Plan details a strategic roadmap for institutional improvement across seven major areas: data systems and networking; equipment and software; technology training; staffing; distance education; facilities; and funding. The plan is derived from program information, campus-wide needs, external trends, and the priorities of the educational plan.

The ECC Technology Committee develops the Technology Plan under the guidance of the VP-AS. Development is based on internal and external needs assessments, and on contributions from the Academic Technology Committee of the Academic Senate, Distance Education Advisory Committee, and the office of Professional Development.

Implementation of the Technology Plan is overseen by the VP-AS and Director of Information Technology Services. Progress on the plan is monitored continuously by the ECC Technology Committee and reviewed annually by the PBC and President's Cabinet.

5. Facilities Master Plan:

The Facilities Master Plan is a guide for future campus development. It contains enrollment forecasts, building inventories, projected space needs, and a set of planning priorities from which a capital construction plan (implementation plan) is developed.

The Facilities Master Plan is developed through enrollment forecast analysis and needs assessments that are grounded in the Educational Plan, with input from the Facilities Steering Committee, PBC, and other relevant participation. The plan is informed by the Technology and Staffing Plans.

The Facilities Master Plan is overseen by the VP-AS and the Director of Facilities Planning Services. It is reviewed regularly by Facilities Planning Services and the President's Cabinet and is modified to reflect external changes and newly-developed educational priorities, as applicable. The Facilities Steering Committee monitors the plan on a regular basis. Progress on the plan is reported regularly to the District and College communities, with an annual report made to the Board of Trustees.

C. Targeted Planning

The College develops long-term plans with annual updates for specific initiatives or targeted groups of students. These include the Student Success and Support Program Plan, Student Equity Plan, Transfer Center Plan, and the Educational Opportunities Programs and Services (EOPS) Plan. These targeted plans are integrated with other planning processes.

1. Student Success and Support Program Plan:

The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes.

The campus-wide Student Success Advisory Committee, which contains faculty, management, and Classified representatives from Academic Affairs, Student & Community Advancement, and Public Relations, develops a draft plan which is reviewed through a college-wide consultation process, after which a final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's SSSP Plan. The SSSP Plan is submitted annually to the Chancellor's Office Student Services and Special Programs Division. The College also submits the SSSP Year-End Expenditure Report in support of annual evaluation of the SSSP Plan.

2. Student Equity Plan:

The Student Equity Plan describes an evaluation, planning, and resource allocation process aimed at strategically addressing marked group differences in student achievement in order to improve academic success and goal achievement for all students. The equity plan is grounded on a series of metrics, disaggregated by demographic group, which are related to: access to college, course completion, degree and certificate completion, and transfer. The equity plan establishes goals and objectives; details activities and improvements that support each metric; and contains a plan budget, implementation schedule, and evaluation process. It is linked to Program Review and annual planning processes, and is coordinated with the Student Success and Support Program Plan to ensure that the latter addresses equity issues.

The Student Equity Plan Advisory Committee (SEPAC) contains representatives from faculty, Classified staff, management, and students. The SEPAC develops a draft Student Equity Plan which is reviewed through a college-wide consultation process. The final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's Student Equity Plan. The SEPAC implements and monitors the adopted plan on a three-year cycle. Annual year-end status reports are delivered to the Chancellor's Office.

3. Basic Skills Initiative Action Plan:

The Basic Skills Initiative (BSI) annual ESL/Basic Skills Allocation End-of-Year Report and Action Plan (BSI Action Plan) describes concrete plans to foster improvements in basic skills and ESL student access and success in the area of: 1) organizational practices, 2) planned program actions, 3) professional development plans, and 4) modifications to instructional practices. The BSI Action Plan evaluates activities from the previous year and identifies

activities for the upcoming year to foster improvements in outcomes for basic skills and ESL students. All activities funded by the BSI must be related to attainment of the long term goals developed by the Basic Skills Advisory Group (BSAG), made up of faculty from Counseling, Humanities, and Mathematics Divisions, and representatives from Academic Senate, First Year Experience, Learning Resources Unit, MESA, and Special Resource Center. These 5 goals include increasing success rates, persistence rates, and completion rates for students enrolled in ESL, basic skills mathematics, reading and writing courses; offering comprehensive professional development for basic skills instructors; and increasing incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

The annual BSI Action Plan is reviewed and signed off by the Academic Senate President; the Vice President of Academic Affairs; and the Vice President of Student and Community Advancement. It is then recommended to the Superintendent/President for final approval. The final report and plan is submitted to the Chancellor's Office each October and posted on the College website. Activities and research funded by the BSI are incorporated into Program Review, the SSSP Plan, and the Student Equity Plan.

3. Transfer Center Plan:

The Transfer Center Plan describes transfer-supporting activities and services provided to students, and facilities, staffing, and evaluation of the Transfer Center. The plan details targeted student populations, goals, and transfer applicant targets, with emphasis on improving transfer outcomes for underrepresented students. It is linked to Program Review, and is coordinated with the SSSP Plan, the Student Equity Plan, and other student services.

A draft Transfer Center Plan is developed by the Transfer Center Coordinator based on input from the Transfer Center Advisory Board which consists of the Transfer Center Coordinator, the Articulation Officer, Transfer-focused or Transfer Center faculty and staff, and a Compton Center Transfer Counselor. The annual plan draft is recommended to the Superintendent/President. The Board of Trustees adopts the Transfer Center Plan. A Transfer Center Report is submitted annually to the Chancellor's Office Student Services and Special Programs Division that describes efforts to implement the Transfer Center, achievement of plan goals and targets, and expenditures supporting transfer activities and operations. The Transfer Center Coordinator oversees the implementation of the plan and provides updates to the Dean of Counseling on a regular basis, including discussions and decisions made by the committee.

4. Educational Opportunities Programs and Services (EOPS) Plan:

The EOPS Plan describes short-term and long-term goals of the EOPS program in support of College goals, planned annual objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards. It is linked to Program Review, and is coordinated with the SSSP Plan, Student Equity Plan, and College-wide planning processes.

The EOPS Director drafts an annual plan with input from the EOPS staff. The Plan is presented to the EOPS Advisory Committee for further recommendations, and signed off by the College's Business Manager and the Superintendent/President prior to being submitted for review to the

Chancellor's Office. Final approval is given by the Chancellor's Office. [Source: Title 5; EOPS implementing guidelines]

D. Institutional Effectiveness Processes

The College conducts evaluation and planning processes for continuous improvement of the institution. These include Curriculum Review, Program Review, Outcomes Assessment, and ongoing evaluation. These processes are data-driven and linked together and with all applicable long-term and annual planning processes.

1. Curriculum Review:

All courses, degrees, certificates, and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Curriculum review is conducted as both a continuous program evaluation process and a more comprehensive Program Review process. Curriculum is a sub-section of the academic program review template and thus is linked to broader planning and resource allocation processes.

The College Curriculum Committee, a standing committee of the Academic Senate, is responsible for the development and review of the College's curriculum and for ensuring that all curricula meet local and state standards. Review of curriculum proposals is based on state regulations, local requirements, and the mission and strategic initiatives of the College.

2. Program Review:

Program Review is a process in which members of a department, service area, or unit critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Comprehensive Program Reviews are conducted every four years, with supplemental topics evaluated for Career Technical Education (CTE) programs every two years. All programs create an annual Program Review update as a part of ongoing evaluation, in which progress is tracked and emerging or changing needs are highlighted. All programs develop, implement, and track an annual plan according to the Planning and Budgeting Calendar which is informed by the latest Program Review or annual update.

In Program Review, recommendations that incur a cost are prioritized and connected to one or more of the College's strategic initiatives. Program Review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. Each Vice President reviews the priorities in each of their Area's Unit Plans and determines the top priorities in the area and creates an Area Plan. The five Vice Presidents prioritize all requests in the area plans to determine the College's top priorities for funding. These proposed fund allocations are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The final list of proposed fund allocations is incorporated into the college budget and forwarded to the President and the Board for their approval. Program Review recommendations also may trigger curriculum review and may be incorporated into other College plans, as appropriate.

Program Review reports follow a standard template specific to each Area (Academic Affairs, Administrative Services, Human Resources, or Student and Community Advancement) that generally includes: program overview; analysis of research and survey data; curriculum or service planning; assessment of learning, service, academic, and/or employment outcomes (where applicable); evaluation of program improvement; facilities, equipment, technology, and staffing needs; and future directions. The report culminates with a list of prioritized recommendations for the future with estimated budget impacts.

Individual program review submissions are evaluated by the Area Program Review committee following established rubrics that typically include completeness, clarity, and use of evidence for continuous improvement. This evaluation is followed by revision and final submission, with recommendations integrated into annual planning cycles over the next four years.

3. Outcomes Assessment:

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Service Area Outcomes (SAOs), and performance metrics.

The Assessment of Learning Committee (ALC) coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, assesses Institutional Learning Outcomes, and communicates with the College on learning assessment. The ALC is chaired by the College faculty SLO Coordinators, with representation from each division, Institutional Research, accreditation, Associate Dean of Academic Affairs, and a Dean liaison.

The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment, with results discussed and strategized annually. This set of student achievement measures are tracked over time and compared against institution-set standards and aspirational goals. Issues of student achievement revealed by these measures are addressed through the strategic and educational plans, targeted plans, and annual plans. Strategy sessions to address issues are conducted by the Strategic Planning Committee and at the annual Planning Summit.

College-wide and program-specific surveys are administered to students and employees on a regular cycle to gather feedback on student and faculty engagement, campus climate, and student satisfaction. Results from these surveys are discussed widely by consultation and planning bodies, where major issues of concern are recommended for further evaluation and improvement.

4. Ongoing Evaluation:

The College conducts ongoing evaluation of how well it is achieving plans, advancing the Strategic Initiatives, and fulfilling the mission. It includes, but is not limited to, the following annual or ongoing processes: Program Review updates; fiscal year planning; Curriculum Review; learning outcomes assessments; evaluation of Implementation Plans; annual reports; and annual evaluation of student achievement measures.

E. Annual Planning

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

1. Annual Plans:

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that planning prioritizes the College mission. Objectives are based on Program Review recommendations, College-wide plans, or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., divisions) develop plans from prioritized goals and objectives of program plans and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized goals and objectives of unit-level plans or from area-level evaluations, where applicable. College-wide plans consist of targeted plans, annual implementation plans of the CMP and its sub-plans, or those created by campus-wide committees, where applicable.

Requests for funding are divided into permanent, temporary ongoing, and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar*. The College's online program review and planning system records all annual plans and the integration of processes described herein.

2. Plan and Budget Development Process:

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each division then reviews and prioritizes Program (or additional unit) goals and objectives to develop a Unit plan (December-January). Vice Presidents meet with division or unit managers to review and prioritize Unit plan goals and objectives to create prioritized Area plans (February-March). All Vice Presidents then develop a single list of proposed objectives to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded goals and objectives to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved and allocated funding requests are incorporated into the College Budget (see Financial and

Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

3. Evaluation of Funded Objectives:

Funded goals and objectives are evaluated by plan authors in January and July to measure implementation and initial outcomes. Long-term evaluation of funded objectives is conducted as a part of Program Review or ongoing evaluations (e.g., annual metrics or outcomes assessments). Criteria for bi-annual evaluation include: 1) goal status and objective implementation date; 2) actions taken as a result of implementation; 3) improvements in institutional effectiveness as a result of implementation; and 4) future recommendations.

4. Annual Planning Update:

An annual planning update report is generated following the July evaluation process which summarizes implemented plans from the most recent fiscal year, with selected goals and objectives highlighted.

5. Financial and Operational Plan (Annual Budget):

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar.

The budget reflects the goals identified by the Master Plan. Resources are allocated based on established criteria and budget assumptions described in the Final Budget ("Budget Book") for each fiscal year. Requests for augmentations (one-time expenses) or enhancements (base budget increases) are based on needs assessments and/or Program Review recommendations and are awarded based on priorities noted in the Final Budget. Funding priorities are reviewed by the PBC annually.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

6. Faculty Hiring Process:

Each fall, the College conducts a full-time faculty position identification and prioritization process to replace and/or fund new faculty strategically in response to enrollment demand and College priorities described in the Master Plan. The process is contained in the faculty collective bargaining agreement (see "Tenure-Track Faculty Hiring Procedure"). The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees.

The Superintendent/President establishes the number of hires each year based on planning, budgeting and academic considerations, and on the Faculty Obligation Number. Requests for full-time faculty positions are developed by division faculty and deans, taking into consideration enrollment demand; Program Review and/or annual plans; weekly student contact hours (WSCH); and Full-Time Equivalent Faculty (FTEF) data. The Faculty Prioritization Committee reviews the prioritized recommendations from the divisions and votes to create a campus-wide hiring priority ranking that is recommended to the Superintendent/President.

IV. EVALUATION OF THE INSTITUTIONAL PLANNING PROCESS

Evaluation of the institutional planning process is conducted in several ways to ensure that it remains ongoing and integrated, and contributes to institutional improvement.

Planning and Budgeting Committee:

The PBC conducts a self-evaluation annually to assess its goals and fulfillment of its committee purpose as well as to gather feedback on effectiveness of the annual planning and budgeting process. Results from the self-evaluation are discussed by the PBC to determine where improvements may be made.

Planning Summit and Other Large-Group Events:

The Planning Summit is an annual College-wide event to inform and seek feedback from a large and broad-based group of employees and students about College directions, strategic initiatives, planning, and institutional effectiveness. The summit convenes each spring.

Following each planning summit, training, and other strategic planning events, participants are invited to complete an evaluation survey. Results of the survey are used to make improvements in the planning process and summit programming for the next cycle. Summit participants help to evaluate implementation plans, progress on student achievement, and the quality and breadth of the collegial participation process.

Program Review:

The Program Review process is assessed regularly, beginning with an evaluation tool that is distributed to recent Program Review authors to gain feedback on the guiding template, supporting materials, data usefulness, and the process as a whole. This feedback is then discussed by each Program Review committee to determine how the process and materials can be improved for future authors. Program Review evaluation results are also shared with deans and directors to discuss any needed changes.

Annual Planning & Budgeting Process:

The annual planning process is periodically evaluated by users in terms of orientation and training support, timelines, integration with other processes, and overall effectiveness. The Annual Planning Update, which summarizes each planning year, is compared across years to evaluate the effectiveness of the process.

Learning Outcomes Assessments:

Methods of outcomes assessment are evaluated on a regular cycle with improvements made to assessment plans as needed. Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are assessed continuously throughout the College. Results from College-wide outcomes assessments, such as from ILOs, are discussed broadly. The Assessment of Learning Committee (ALC) conducts annual surveys of faculty and division SLO Facilitators to help evaluate the learning outcomes and assessment process. Feedback from both surveys is shared with the ALC and at Academic Deans and Directors meetings.

Student Achievement and Institutional Effectiveness:

Institutional Research & Planning annually produces an institutional effectiveness report which publishes and analyzes established measures of student achievement. This report is reviewed and discussed among College leadership, Student Success Advisory committee, PBC, and at Planning Summits as a way to gauge institutional improvement over time.

V. DEFINITIONS

[Any words or phrases need defining?]

See Board Policy 1200, 3250, 4020.

Reference:

Accreditation Standard I.B;
California Master Plan for Higher Education;
Student Equity Plan Template;
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,
56270 et seq, 78216, 87360.

El Camino College
Adopted: <date pending>

Board Policy 3250

Institutional Planning

The District is committed to utilizing an integrated and strategic planning process to advance the mission of El Camino College.

The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals.

The planning system shall include regularly-updated plans required by law, or the Chancellor's Office, including, but not limited to,:

1. A Strategic Plan containing the College mission, vision, values, and strategic initiatives (Board Policy 1200).
2. An comprehensive, integrated, and strategic educational and facilities master plan which includes long range plans for all academic and service, student services, community advancement and administrative services areas; technology; facilities; fiscal resources; and staffing and diversity; and associated implementation plans;
3. Student equity plan;
4. Student success & support program plan Matriculation;
5. Basic Skills Action Plan;
6. Transfer Center;
7. Cooperative Work Experience plan;
8. Educational Opportunities Programs and Services (EOP-&S) plan.

The Superintendent/President shall submit to the Board those plans for which ~~Board approval is required by~~ Title 5 requires to the Board approval.

The Superintendent/President shall inform the Board about the status of ~~planning and the various plans~~ major plans and reports.

See Administrative Procedure 3250.

Reference:

Board Policy 1200;
Accreditation Standard I.B;
Title 5, Sections 51008, 51010, 51027, 53003,
54220, 55080, 55190, 55250,¹ ~~55400 et seq.,~~² 55510, 56270 et seq.

El Camino College

¹ Section applying to Cooperative Work Experience plan.

² Repealed section on educational master plans.

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