

Instructional Budgeting and Schedule Development Process

Overview

This document provides an overview of the process and the timeline used in determining annual instructional budgets for departments and in developing the schedule of classes. It also outlines important considerations that must be taken into account in this process, such as equity, community needs, and the reality of available funds. Apportioning instructional budgets requires balancing competing priorities.

Process

The annual instructional budgeting and schedule development process shall follow these steps:

1. **By week #X of the previous Fall semester,** The Vice Chancellor of Academic Affairs publishes the “ideal” budget allocations for each department, utilizing program review, enrollment demand for current classes, emerging needs of the community, and the obligation that a community college should offer education to all who can benefit from it. This document will be called “Aspirational Enrollment Goals” and is published on the Enrollment Management Committee webpage.
2. **By week #X of the previous Fall semester,** the Vice Chancellor of Academic Affairs works closely and in collaboration with the Enrollment Management Committee to identify data and metrics that are relevant to schedule development. The Office of Institutional Research provides this data as well as technical assistance in interpreting this data, as they are able. This data is published on the Enrollment Management Committee webpage. It includes, but is not limited to:
 - enrollment numbers
 - completion of certificates/degrees
 - nine or more units of CTE
 - course/program demographics
 - impact on equity populations
3. **By week #X of the previous Fall semester,** the Vice Chancellor of Academic Affairs works closely and in collaboration with the EMC to establish, separately from the “Aspirational Enrollment Goals”, the realistic enrollment capacity for the upcoming academic year(s). This takes into account the needs of the community, the obligations that have been promised, as well as budgetary constraints. This document will be called “Realistic Enrollment Capacity” and is published on the Enrollment Management Committee webpage.
4. **By week #X of the previous Fall semester,** Department chairs and supervising deans discuss both documents along with any other additional considerations relevant to

the department. The Office of Institutional Research provides this data as well as technical assistance in interpreting this data, as they are able.

5. **By week #X of the previous Fall semester**, Department chairs and supervising deans meet with the Vice Chancellor of Academic Affairs and the Faculty Co-chair of the EMC (or designee) to discuss recommendations that the chair and dean have regarding final instructional programs and schedule development.
6. **By week #X of the previous Fall semester**, the Vice Chancellor of Academic Affairs reports these recommendations back to the Enrollment Management Committee and works closely and in collaboration with the committee in order to determine instructional budgets for the fall and spring terms based on the college financial budget, the resulting program impacts, and the basis/criteria of these budgeting decisions.
7. **By week #X of the previous Fall semester**, The Vice Chancellor of Academic Affairs publishes the budgets, along with a synopsis of the budgeting decisions made, the data and metrics used to make those decisions. These are provided to chairs and supervising deans as well as the Enrollment Management Committee.
8. **By week #X of the previous Fall semester**, Department chairs and supervising deans publish their recommendation for the schedule of classes to include:
 - The number of sections of each course in the department to be offered
 - Details of the scheduling of these sections – days, times, dates, locations
 - Assignment of instructors to classes
 - Non-instructional faculty assignments
9. **By week #X of the previous Fall semester**, the deans and chairs proactively analyse all courses, curriculum updates, and programs in order to update or otherwise modify specific programs, as appropriate.

Budgeting Considerations

Data considerations (not limited to)

- Program surplus/deficit reports - Finance and Administrative Services will publish a method of allocating revenue and expense that not only considers programs, but also overall college equilibrium of instructional offerings and services. (Total cost of operations.)
- Minimum FTEF needed to sustain certificate and degree programs for expected number of certificate/degree completions (minimum cost required)
- FTES
- FTEF
- Ratio of FTES to FTEF
- Census numbers and course fill rates

- Certificate/degree completion statistics
- Average class size
- Waitlist and other data that captures demand
- Overall departmental expenses (e.g., supplies, equipment, other personnel expenses)
- State funding formula impacts
- Nine or more units of CTE

Important Conceptual Considerations

- Equity goals for access, transfer and completion
- Faculty with unique qualifications
- Total capacity in General Education courses
- Support for partnerships (e.g., SFUSD dual enrollment & credit recovery)
- Strategies for student recruitment, retention, and marketing
- Support for programs offered at the Centers and online
- Maximize the breadth of College offerings (e.g., ethnic studies)
- Support for economically disadvantaged students (look at Pell data and metrics), English language learners (look at ESL enrollments) and technologically disadvantaged students (look at Chromebook loaner program.)
- Support for innovative new programs with high transfer/employment potential using data and metrics such as
 - LMI showing trending employment needs
 - CSU and UC transfer seats open
- Future scheduling needs (American Families Plan, let's not end up like the airlines and rental car companies!)
- Leverage funding such as HEERF, AFP, and others to bootstrap/launch/support programs and transitions
- An appropriate balance of our range of offerings: Career Technical Education (CTE) vs. Academic programs vs. Adult Ed vs. Continuing Ed vs. Noncredit vs. Contract Ed