Budget Advisory Council

Division of Academic Affairs

Jennifer Summit
Provost and Vice President (Interim)
Aims

1. Increase budget transparency
2. Improve curriculum planning
3. Align academic budget with strategic goals
History

In 2009 SF State cut 350 classes
History

Most cuts were to GE and service classes
“Augment” system created
College budgets haven’t changed

1. Budgets essentially frozen in 2009

2. Each year’s allocation based on previous year (incremental budget)

1. College allocations not linked to enrollments (except through augments)

2. Hiring, staff, and operations not separately planned or budgeted
College budgets essentially static
Instructional budgets haven’t changed
Non-instructional budgets took cuts
The need for a new budget model

1. Allocations aligned with enrollment growth and student success

2. Stability in colleges’ base budgets

3. Improved planning around hiring, curriculum development, strategic growth
Budget Advisory Council

Kim Altura, Associate Dean DUEAP
Yvonne Bui, Chair, Special Education, GCOE
John Elia, Associate Dean CHSS
Jacqueline Foley, Associated Students
Andrew Harris, Dean LCA
Guido Krickx, Dean CEL
Ron Marzke, Chair, Physics and Astronomy, COSE
Dylan Mooney, Staff, CHSS; Academic Senate
Jay Orendorff, AVP Business Operations, A&F
Linda Oubre, Dean COB
Grace Yoo, Chair, Asian American Studies, COES
BAC Charge

• To examine and assess the current Academic Affairs budget

• To investigate and assess alternative budget models

• To establish guiding principles for a new budget model for Academic Affairs that recognizes and supports enrollments, student retention and graduation, and educational excellence
BAC progress: 2016-17

• To examine and assess the current Academic Affairs budget
  • Analysis of historical budget
  • Analysis of current budget

• To investigate and assess alternative budget models
  • Visit by Jane Wellman, Delta Cost Project (Fall 2016)
  • Visit by Ed Inch, Provost, CSU East Bay (Fall 2016)
  • Visit by Andy Feinstein, Provost, SJSU (Spring 2017)
  • Initial effort to realign augments with high-demand courses (Spring 2017)
To establish guiding principles for a new budget model for Academic Affairs that recognizes and supports enrollments, student retention and graduation, and educational excellence

- To align curriculum budget with enrollment needs
- To allocate full curriculum planning budget to colleges one year in advance
- To allow colleges to plan full year’s curriculum one year in advance without augments
### Induced Course Load Matrix (ICLM): Course Enrollment Targets

<table>
<thead>
<tr>
<th>Student Classification</th>
<th>Unduplicated Headcount</th>
<th>Total FTES</th>
<th>Business</th>
<th>Education</th>
<th>Ethnic Studies</th>
<th>Health and Social Sci</th>
<th>Liberal and Creative Arts</th>
<th>Science and Engineering</th>
<th>Ext. Learning</th>
<th>Interdisciplinary Studies</th>
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<tbody>
<tr>
<td><strong>New</strong></td>
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<td>6.8</td>
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<td>30.9</td>
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<td>17.0</td>
<td>68.0</td>
<td>0.8</td>
<td>14.9</td>
<td>28.5</td>
<td>26.7</td>
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<td>303.5</td>
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<td>1,012.4</td>
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<td>127.4</td>
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<td>26.3</td>
<td>6.2</td>
<td>2.2</td>
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<td>-</td>
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</table>
### Historical Data: Spring 2017

ICLM determines FTEs distribution in a matrix where rows are groups of majors and columns are colleges offering courses.

<table>
<thead>
<tr>
<th>College of Majors</th>
<th>Headcount of Majors</th>
<th>Total FTES</th>
<th>Business</th>
<th>Education</th>
<th>Ethnic Studies</th>
<th>Extended Learning</th>
<th>Health and Social Sci</th>
<th>Interdisciplinary Studies</th>
<th>Liberal and Creative Arts</th>
<th>Science and Engineering</th>
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<tbody>
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<td>Business</td>
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<td>4,939.4</td>
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<td>Health and Social Sci</td>
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<td>140.1</td>
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<td>Liberal and Creative Arts</td>
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<td>4,712.2</td>
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<tr>
<td>Science and Engineering</td>
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<td><strong>Total</strong></td>
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<td><strong>23,154.3</strong></td>
<td><strong>4,083.3</strong></td>
<td><strong>1,221.8</strong></td>
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<td><strong>3,192.8</strong></td>
<td><strong>45.9</strong></td>
<td><strong>7,484.0</strong></td>
<td><strong>5,722.0</strong></td>
</tr>
</tbody>
</table>
BAC goals: 2017-18

- Colleges receive allocations and enrollment targets keyed to student demand (i.e., GE, service courses, lower-division introductory courses, upper-division bottlenecks, GWAR)

- Curriculum allocations made once a year (February), with only minor adjustments during enrollment periods

- Enrollment monitored over academic year:
  - Are students getting the courses they need?
  - Have GE, service courses, and GWAR been adequately supplied?
  - Is student learning and educational quality prioritized?

- Following year’s allocation will reflect assessment of previous year’s enrollments
BAC process: 2017-18

Oct-Nov: Determine Cost of Instruction (Debbie Brothwell)

Nov-Dec: Establish enrollments and set targets w/ Induced Course Load Matrix (ICLM) and Ad Astra

Jan-Feb: Allocate curriculum budget to colleges in advance (Allocation = Cost of Instruction x Enrollments)

2018-19: Monitor and Assess
Questions?