

Laney College Budget Planning Principles

**This column can be used to weight and/or prioritize principles*

Principle	Strategic Direction	Priority Ranking or Weight*	Questions Emerging from Principle or Guiding Questions	Assessment Data	Potential short- & long-term benefit/impact of applying principle (educational, managerial, political)
1. Verify accuracy of budget figures & expense data			<ul style="list-style-type: none"> What figures are we using to determine the baseline for budget scenario planning? 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
2. Maintain sufficient funds to meet the college's target enrollment			<ul style="list-style-type: none"> What is our target enrollment for 2010-11? How much money is required to meet this target? What is included in this requirement (services, staff, FF&E, overhead, etc)? What is (or should be) the relationship between the district's marketing campaigns and meeting target enrollment? 	<ul style="list-style-type: none"> Review of administration positions Review of operational units (instruction, student services, business services, president's office) budgets Review of non-contractual release time Review use of all computer labs (i.e., business, CIS, Tech Center, etc) Identify and review all technical support services Determine classified hourly needs 	<ul style="list-style-type: none">
3. Allocate sufficient funds to maintain compliance w/federal mandates re DSP&S			<ul style="list-style-type: none"> What services (implies staff?) are required to be in compliance? How many students fit this requirement? 	<ul style="list-style-type: none"> Data on number students served over past 3-5 yrs Review of staffing and technical support services 	<ul style="list-style-type: none">
4. Maintain sufficient operational infrastructure funds to sustain instructional and service areas (including governance and			<ul style="list-style-type: none"> What is included in "operational?" How much money is required to cover operational expenses? How much money does/can adhering to sustainability 	<ul style="list-style-type: none"> Detailed breakdown of all operations/overhead expenses Create/maintain a position control ledger (additional emphasis for DAC level recommendation) 	<ul style="list-style-type: none">

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communications)			<ul style="list-style-type: none"> guidelines & principles save? 		
5. Provide core services and programs that uphold Laney's contract with its community			<ul style="list-style-type: none"> What are these core services and programs? How do we define/determine a "core service or program?" Which core services and programs demonstrate adherence to the college catalog? What programs can be consolidated to reduce inefficiencies/redundancies while meeting student, industry and other key demands? 	<ul style="list-style-type: none"> Specify how budget planning decisions or scenarios support student learning in all areas of the college Core services/programs supported by grant funding List of student, industry and "other key demands" 	
6. Support educational master planning priorities				<ul style="list-style-type: none"> Specify how budget planning decisions or scenarios support educational master plan priorities 	
7. Demonstrate a commitment to student access and equity			<ul style="list-style-type: none"> What does that look like? What behaviors demonstrate this commitment? 		
8. Maintain comprehensive instructional and student services that support "at risk" and vulnerable student populations			<ul style="list-style-type: none"> What proportion, if any, of categorical programming can be moved to grant funding? 	<ul style="list-style-type: none"> Amount and kind of categorical programming supported by grant dollars 	
9. Protect student services categorical programs from political maneuvering that has undesirable effects			<ul style="list-style-type: none"> How does "political maneuvering" manifest? What or whose purpose is served by specific instances of "political maneuvering?" 	<ul style="list-style-type: none"> Exhaustive list of examples of "political maneuvering" 	

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			<ul style="list-style-type: none"> In which instances has “political maneuvering” resulted in undesirable effects and what were these effects? 		
10. Charge staff wages & benefits to bond \$\$ to extent those staff are doing bond-related work			<ul style="list-style-type: none"> How can we tell? What is best method for appropriately allocating the distribution of these (bond) funds? What Measure A forms will be needed for this transfer process? What time line is required (forms completion) in order for budget transfers to be managed appropriately? 		
11. Preserve essential (health, safety, efficient operations) classified hourly staff					
12. Build a 2010-2011 class schedule that reflects fewer class sections than were offered in 2009-2010			<ul style="list-style-type: none"> What number of sections was offered in each term of 2009-2010? What number of sections (fall, spring, summer) can be offered and remain within budget? What sections/courses must be offered to ensure successful completion of degree and certificate programs? What is the cost of offering necessary courses/sections that lead to degrees and certificates? What’s the cutoff date for downsizing sections with less than 	<ul style="list-style-type: none"> Cost of converting specific physical education activities, arts, hobby and non-transferable courses to fee-based (funds saved/earned) List of courses that fall outside the three funding allocation priorities Grid showing number of courses/sections that facilities can support using block scheduling for each day of the week, exclusive of Tue/Thu college hours List of courses taught in more 	

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			<ul style="list-style-type: none"> the minimum required enrolment? How many sections are low enrolled? Which under-enrolled sections can be consolidated? What courses must be offered sequentially in order to support students efficiently progressing to degree/certificate completion from fall through summer terms? 	<ul style="list-style-type: none"> than one discipline identifying which, if any, can be offered in only one discipline (e.g., human sexuality?) Number and identification of under-enrolled sections in each program/discipline 	
13. Preserve only essential ZZOIS (non-instructional assignments) among contract faculty			<ul style="list-style-type: none"> What amount of ZZOIS in which assignments is absolutely essential? 	<ul style="list-style-type: none"> List of current ZZOIS assignments identifying those that are essential 	
14. Minimize extra service within the general fund budget			<ul style="list-style-type: none"> What amount of extra service in which programs/disciplines is cost effective? 		<ul style="list-style-type: none"> Increased cost (varies) of replacing extra service with adjunct faculty
15. Maintain contract faculty loads at no more than 15 equated hours			<ul style="list-style-type: none"> How many courses/sections are required to fill 126 (?) contract faculty loads? 		
16. Maintain adjuncts loads at no more than 10 equated hours			<ul style="list-style-type: none"> How many adjunct faculty in which disciplines/programs can be sustained and remain within budget? 	<ul style="list-style-type: none"> Number and assignment locations of all adjunct faculty Number and assignment locations of courses/sections remaining after all contract faculty are fully loaded 	