Instructional Budgeting and Schedule Development Process

Overview

This document provides an overview of the process used in determining instructional budgets for departments and in developing the schedule of classes. Developing instructional budgets requires balancing competing priorities, and this document outlines the considerations to be used as well as the process to be followed in budgeting and schedule development.

Process

The instructional budgeting and schedule development process uses the following steps:

1. The Vice Chancellor of Academic Affairs works closely and in collaboration with the Enrollment Management Committee to establish overall enrollment goals for the upcoming academic years and in consideration of the college's long-term goals. The goals take into account the needs of the community, the obligations that have been promised, and in alignment with realistic budgetary constraints.
2. The Vice Chancellor of Academic Affairs works closely and in collaboration with the Enrollment Management Committee to identify data that is relevant to schedule development. The Office of Institutional Research provides as much of this data as they reasonably can obtain.
3. The Vice Chancellor of Academic Affairs provides the Enrollment Management Committee, Department chairs, and supervising deans with this data. Institutional Research will provide technical assistance in interpreting this data, as they are able.
4. Department chairs discuss this data along with any other additional considerations relevant to the department with their supervising deans.
5. Department chairs and supervising deans meet with the Vice Chancellor of Academic Affairs to discuss their recommendations regarding instructional budgets.
6. The Vice Chancellor of Academic Affairs reports these recommendations back to the Enrollment Management Committee to work closely and in collaboration in order to determine instructional budgets for the fall and spring terms along with enrollment goals.
7. The Vice Chancellor of Academic Affairs publishes the budgets, along with a synopsis of the budgeting decisions made, and the enrollment goals for each department. These are provided to chairs and supervising deans as well as the Enrollment Management Committee.

8. Department chairs develop draft schedules and submit to the supervising dean and the VCAA for review & approval. Their work includes, although not necessarily limited to, making recommendations on the following:
    ○ The number of sections of each course in the department to be offered
    ○ Details of the scheduling of these sections – days, times, dates, locations, mode of instruction
    ○ Assignment of instructors to classes
    ○ Payroll and non-instructional assignment forms

Budgeting Considerations

Data considerations

- FTES, FTEF, and ratio of FTES to FTEF
- Course fill rates
- Certificate/degree completion statistics
- Average class size
- Overall departmental expenses (e.g., supplies, equipment, other personnel expenses)

Important conceptual considerations

- For the purposes of comparisons, look at similar programs/departments and their restrictions. (For example caps based on safety requirements/restrictions, accreditations standards of outside agencies etc.)
- Career Technical Education (CTE) vs. Academic programs vs. Adult Ed vs. Continuing Ed vs. Noncredit vs. Contract Ed
- Data from the Office of Student Equity (see the document Pam shared) is used to ensure that Black, Indigienous, and People of Color (BIPOC) students are served.
- Equity for economically disadvantaged, language minority and technologically disadvantaged students include ADA?
- English language learner - needs wordsmithing per Denise's comments
- Minimum FTEF needed to sustain certificate and degree programs for expected number of certificate/degree completions
- Total capacity in General Education courses
- Support for partnerships/recruitment (e.g., International students, SFUSD dual enrollment & credit recovery)
- Support for programs offered at the Centers and online
- Ensure that we maximize the breadth of College offerings (e.g., ethnic studies)