

Golden West College Long Range Financial Plan



Adopted May, 2014
Revised January, 2015

Background:

Golden West College is one of three colleges in the Coast Community College District. The District allocates funding to the campuses based on a budget allocation model. The same allocation model has been in effect since 1990. The District Office, in conjunction with the colleges is currently reviewing other model options that would more closely mirror the SB 361 model. Currently, the College relies on fiscal updates the District office gets them from the State Chancellor's Office. The Governor releases a budget in January of each year. This budget is based on revenue and expense projections for all aspects of the State budget; education, corrections, health and human services, etc. Each year the Governor issues a May revise which is a revised budget based on more current revenue and expense projections than the Budget the Governor proposed the previous January. The May revise provides the District with the information they need to develop their tentative budget for the next fiscal year. When the final budget is approved at the State level, it may or may not reflect what was in the May revise, and depending on the date of the Final State Budget, the District and College may make budget adjustments prior to the Board of Trustees adopting our final budget.

Historically, the College has operated on a roll-over budget. The District provides each campus with their allocation in any given fiscal year, as well as their FTE target. The District Budget Allocation Model determines the allocation to the College. This model takes in to consideration a variety of factors such as step and column, longevity, Admin 9 (District wide expenditures), dedicated revenue, as well as the State allocation. The model also fully funds District-wide expense requirements before allocations to the campus are made. As the District-wide expenses increase, the allocations to the colleges decrease. This creates a challenge for the colleges to operate, especially in a growth mode when enrollment growth occurs in one year but growth funding follows in the next fiscal year. Additionally, growth from the previous year increases the FTE base for the next year.

When developing the College-wide plans, there are Key Planning Assumptions the College considers that were developed and implemented into our College-Wide Educational Master Plan, which was completed in Spring 2011. Those assumptions are as follows:

1. National and state goals and policy for postsecondary education will increasingly emphasize degree and certificate completion, transfer to four-year universities, and reduction of achievement gaps among various subgroups of students.
2. State initiatives for the community college system will also continue to emphasize basic skills and general student success to improve the performance of the system while pursuing accountability and transparency.
3. The current planning environment is very fluid (e.g., resources, mission definition, and legislative mandates).
4. The base financial resources from public revenues will decrease while student demand for educational services is likely to increase. The College must prioritize and make strategic choices about what it can and cannot do, and then develop a strategy for allocating these resources.

5. Changing demographics are the future of Orange County, and within the effective service area this will affect college enrollment rates. More of the older residents will be White, while an increasing number of young residents will be Asian and Hispanic. There are implications for college participation in these shifts.

6. The long-term trend in the numbers of college students entering the college directly from high school is on the decline. This is particularly important to the College as the 24-years and younger age segment has averaged 63.2% of the student body over the past four years.

7. Employers and transfer institutions want colleges to place more emphasis on essential learning outcomes such as:

- Demonstrated knowledge of science, technology, broad-based civics, culture, and global events
- Demonstrated skills in written and oral communication, problem solving, customer service, critical thinking, and interaction with diverse groups
- Demonstrated ability to ethically shape the world around them
- Demonstrated ability to apply acquired knowledge in a real-world context.

8. Two-thirds of the incoming students who are assessed are recommended to take English and math basic skills courses (and ESL).

9. Needs for funding capital projects are greater than the available state and local funds. Therefore, the College must more effectively and efficiently use existing facilities.

10. The College has become a primary center for retraining the workforce (Note: costs for CTE programs are significantly higher than many other programs).

Utilizing these Key Planning Principles throughout our planning documents has allowed the College to develop consistent approaches and guidelines to ensure all plans are working in concert as opposed to independently.

Note: The College has realized since this plan was adopted that while annual budgets were developed as described, this process is out of sync with programmatic planning (ie: scheduling for classes and student support services, so the College must spend forward.)

Purpose:

The Long Range Financial Plan was developed to provide the College with one document, which outlines the processes adopted by the College to provide effective budgetary decision making including all long-range financial commitments. In addition, the plan utilizes the most current information from the District Office to project the College's budget and growth targets to assist in developing funding strategies for a three year time frame.

Financial Planning:

Any strong short-range or long-range financial plan requires the necessary planning documents to inform the allocation of funds. The College has completed the following plans, which help to inform campus priorities for funding:

- District-wide Strategic Plan (Adoption Spring 2015)
- Educational Master Plan (Adopted Spring 2011; revision draft anticipated in Spring 2015 with updated plan adoption in 2015-16)
- Facilities Master Plan (Adopted May 2011 with an amendment in Spring 2015)
- Technology Master Plan (Adopted 2012; anticipated revision Spring 2015. The adopted plan will be adjusted to integrate the changes, which have occurred due to the District-wide IT reorganization.)
- Enrollment Management Plan - Adopted in Spring 2014

The following plan is under review or in draft form:

- Staffing Master Plan (draft anticipated in Fall 2015 with adoption in Spring 2016. This will be a coordinated effort with the District-Wide Strategic Plan 2014-17. Due to staffing changes in Human Resources, this plan will be modified to be a more general plan with a comprehensive plan to be completed after a new District Vice Chancellor of Human Resources is hired in Spring 2015.)

The Action Plans indicate in both this Plan and the Enrollment Management Plan, the College has linked all Program Review funding requests to one, or more, of our College goals in order to link long range plans to short-term decision making. The plans will also enable the College to align the forms and processes. Given the fiscal volatility of the last five years, this approach has served the College well, and the College has been very successful in balancing its budget, reaching its FTES target and maintaining an ending balance, as demonstrated in the charts below. The ending balance allows for the use of some of the one-time funds for other initiatives or to fund additional resource requests through the Program Review process.

Golden West College FTES Targets vs. Actuals 2009-10 through 2013-14				
	FTES Target	FTES Actual	Difference	Percentage
2013-2014	10,167	10,000	(167)	-1.64%
2012-2013	9,350	9,230	(120)	-1.28%
2011-2012	10,022	10,102	80	0.80%
2010-2011	10,410	10,601	191	1.83%
2009-2010	10,410	10,677	267	2.56%

Golden West College Revenue vs. Expenses 2009-10 through 2013-14				
	District Allocation	Dedicated Revenue	Expenses	Ending Balance
2013-14	43,300,295	3,709,745	42,642,265	4,367,775
2012-13	43,309,494	3,691,519	42,295,001	4,706,012
2011-12	43,155,431	3,595,930	44,316,356	2,435,005
2010-11	43,439,805	3,828,398	45,434,329	1,833,874
2009-10	45,836,921	3,419,425	48,640,022	616,324

*Approximately \$2 million of the 2011-12 ending balance had been approved by Planning and Budget to be allocated for campus technology needs. With the passage of Measure M, those funds remained at the campus and rolled in to the 2012-13 ending balance.

The District is currently reviewing the budget allocation model. The existing model has been in place since 1990. Throughout the years, there have been modifications to adjust the model as deemed necessary to ensure that allocations are made to the three colleges in an equitable manner. With the development of SB 361, the District now has a better mechanism to distribute funds to the colleges and that new model is currently under development. This draft model distributes a base allocation to each campus based on their size (small, medium or large) and then distributes funds to the colleges based on their FTES target. In addition, all revenues are distributed to the colleges on a percentage of FTES basis. Once all revenue is distributed, the model then assesses a fee to each campus to cover the costs of the District Office as well as District-wide services.

The new model under consideration may present potential challenges that may need to be addressed. There is currently concern related to the amount being assessed to the colleges for District and District-wide expenditures. These expenditures will need to be reviewed to identify potential cost reduction. There is currently no clear delineation between what is charged to the District budget versus District-wide. The combined percentage of District and District-wide budgets equates to approximately 31% of the Coast Colleges budget, which exceeds the budget for two of the three campuses. In addition to this discussion, there continues to be discussion related to what will happen if there is a District ending balance. Will that be distributed back to the campuses since they were assessed the fee initially? What happens if the District/District-wide expenditures goes over their projected budget? Will the campuses be assessed additional fees? If so, at what point in the year will they be notified? It would be difficult to manage the campus budget if we could be assessed additional costs that aren't budgeted for. Discussions are currently underway and the goal is to have an agreed upon allocation model for the development of the 2015-16 fiscal year. The College would like to have an assessment of the effectiveness of the new model after the 2015-16 fiscal year. Add reference to AP 6200 related to Budget and that it's under review.

ACTION PLAN: The College and District will assess the impact of the revised budget allocation model and take action to mitigate any unintended consequences after the first full fiscal year of usage which is anticipated to be 2015-16.

Also included in both the existing model and the proposed allocation model is the dedicated revenue section. Ideally, these revenues would be utilized by the campus for initiatives outside of normal operations. Unfortunately, since there has been very minimal new dollars added to our base in recent years, dedicated revenue has become part of the College's base budget. These dedicated revenues include items like non-resident tuition (out of state and international), facility rentals, sales from our Cosmetology program, transcript fees, and library fines. In addition, the College has created several partnerships with outside agencies to increase available funds. These partnerships include a land lease with CVS Pharmacy, a land lease with the Boys and Girls Club of Huntington Valley and a contract with Barnes & Noble to operate our College Bookstore.

The College also operates a for-profit corporation known as the Enterprise. The Enterprise is comprised of swap meet operations for both Golden West College and Orange Coast College. This operation contributes significantly to our dedicated revenue model and has become necessary to balance our budget. During the 2012-2013 fiscal year, the Enterprise hired a consultant to identify other revenue generating opportunities and those are currently under review by the Board of Directors and the Officers of the corporation. These opportunities include preferred parking, wireless access for vendors, children play areas and farmers' markets.

ACTION PLAN: The College will complete a review of all dedicated revenues and identify ways the College might increase these revenues. A report will be completed by early Spring 2015.

The College makes every effort to maximize its funding through grants, the Foundation and various categorical programs. Important services are offered to students through our Disabled Students program, our Extended Opportunities programs, as well as CARE and SSSP. These funds allow the College to serve a greater number of students in specialized populations that may otherwise go unserved. In addition, the College makes every effort to obtain grants that pertain to College goals to assist in moving initiatives forward. The College and the District are currently reviewing the grant writing and tracking processes to increase efficiencies and minimize a duplication of efforts.

ACTION PLAN: The Planning and Budget Committee, working with the Academic Senate and the District, will adopt a clear and efficient grant writing and tracking process to increase efficiencies and minimize a duplication of efforts by the end of Fall 2014.

UPDATE: The Academic Senate President and the Vice President, Student Life and Administrative Services have met to discuss the development of a revised grant tracking process to ensure that there is transparency in grants involving faculty and instructional programs. In addition, a new position is being recruited for the Fiscal Services Office to work on the budget development of grants being written as well as tracking the budgets of existing

grants and categoricals to allow for comprehensive review of these programs to improve efficiencies.

REVISED ACTION PLAN: Spring 2015 – present newly developed process to Academic Issues Council, Academic Senate and Planning and Budget for consideration.

The GWC Foundation has been most successful in building an endowment for scholarships and, from time to time, undertaking capital projects. With the College’s fifty year mark approaching and with the hiring of a new director, the Foundation is looking to expand its role from an event-based focus to identify ways it can expand its fundraising efforts.

ACTION PLAN: The Foundation Board will develop and adopt a revised mission statement and set of Board Goals by the end of Fall 2014. These goals will have specific objectives with identified three and six year targets. The plan will be coordinated with the Capacity Building Goals of the College’s Title III grant.

UPDATE: The Board held a retreat in June 2014, and established a new mission statement, goals and subcommittees to support their efforts.

Foundation Mission Statement – The Golden West College Foundation mission is to provide resources to support the College for advancing education opportunities and lifelong learning for students.

Foundation Board Goals:

- Transition from an event-based foundation to a comprehensive fundraising foundation.
- Increase the visibility and presence of GWC in the communities we serve.
- Create an “A” level board representing the sectors, cultures and communities we serve. We are looking for board members who can make a difference.
- To create an infrastructure to support a comprehensive fundraising foundation.
- To take financial support of GWC to the community at large, as a way community members can make a difference.

The following subcommittees have been established by the Golden West College Foundation to assist in reaching the aforementioned goals:

- Community Engagement and Outreach
- Board Development
- Fundraising
- Planned Giving

REVISED ACTION PLAN: The subcommittees began to meet in Fall 2014 and are working on a 3-year plan with identified objectives, fiscal targets, and ongoing evaluation processes on the effectiveness of each of these approaches in meeting the goals of the Foundation.

As the College and the District review the budget allocation model, the College is also having an internal discussion about the FTES funding model that the State currently utilizes and the student success model that the State is moving towards. In addition to realizing the potential shift of FTES funding to student success, the College continues to have discussions about the “right” size for Golden West College, which would help align the institution more toward student success. This potential change to the completion agenda as well as the discussion about the “right” size for Golden West College will impact the discussion and development of the new budget allocation model as well. These discussions have begun and will inform the update of the College Master Plan. The initial planning for the new College Master Plan will be initiated in Spring 2015 with a review of the College mission, goals and related key performance indicators.. It is expected that the Planning and Budget Committee will take action in the Spring 2015 so these revised mission, goals and key performance indicators./ can inform program review which commences in Fall 2015.

ACTION PLAN: The Planning and Budget Committee will develop a contingency plan, including its purpose and how it will be budgeted, as well as establish protocols on how the funds will be spent and what will happen if the funds are not needed within a specified time. The initial proposal is that the College would establish a 1% contingency as well, which equates to approximately \$420,000 annually. The Planning and Budget Committee will complete this action plan in Fall 2014.

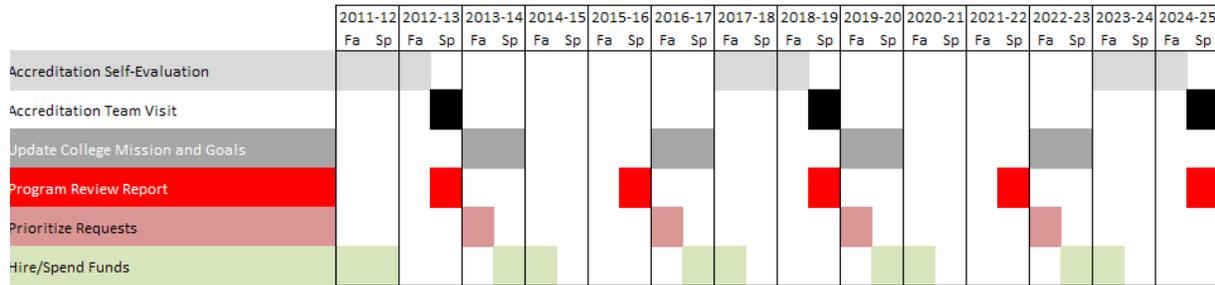
UPDATE: The task force has met to discuss the cost saving measures identified. Their conclusion was that while we should implement the items identified that the cost reductions are not sufficient to reach the target of funding the unbudgeted items and that we need to work towards larger goals. Planning and Budget has had initial discussion about how the contingency fund should be utilized. Planning and Budget has also established the first Contingency Fund from the 2013-14 ending balance while these discussions take place.

REVISED ACTION PLAN: Planning and Budget will continue to have discussions related to the purpose of the contingency fund and finalize the process for allocating funds from this account in Spring 2015.

Program Review:

The College uses the Program Review process to identify short-term funding needs. This process recently was changed from a two-year cycle to a three-year cycle. With this modification came the need to review the mid-cycle process to allow departments/divisions to identify programmatic changes and review their funding requests and adjust accordingly. A subcommittee of Planning and Budget will discuss how to strengthen the mid-cycle Program Review process and resource request prioritization. Planning and Budget will be revising the Planning and Decision Making Guide in Fall 2014. Below is a draft of the Program Review cycle for the new three-year cycle:

**Golden West College
Planning Cycles
2011 thru 2025**



	Term	Activities	Responsibility
<input checked="" type="checkbox"/>	Fall 2012	Establish wild cards	Academic Senate and Planning & Budget
<input checked="" type="checkbox"/>	Spring 13	Program Review Training; Program Review + Resource Requests submission	Research Office; Instructional and non-instructional departments/areas
<input checked="" type="checkbox"/>	Fall 13	Ratings of requests (one-time requests, faculty, personnel)	Academic Senate, Planning teams, P&B, Executive Team
<input checked="" type="checkbox"/>	Spring 14	Disbursement of request allocations	Fiscal Services, Instructional and non-instructional departments/areas
<input type="checkbox"/>	Fall 2014	Submission of mid-cycle requests Ratings of faculty requests	Instructional and non-instructional departments/areas
<input type="checkbox"/>	Spring 2015	Ratings of mid-cycle (non-faculty personnel and non-personnel) requests, Submission of goals/objectives status	Academic Senate, Planning teams, P&B
<input type="checkbox"/>	Summer 2015	Disbursement of mid-cycle request allocations	Fiscal Instructional and non-instructional departments/areas
<input type="checkbox"/>	Fall 2015	Submission of mid-cycle requests Ratings of faculty requests Program Review Training	Instructional & non-instructional areas Academic Senate, Planning teams, P&B, Academic Senate and Planning & Budget Research Office
<input type="checkbox"/>	Spring 16	Rating of mid-cycle (non-faculty personnel, non-personnel) request Program Review 2016-2019 due with resource requests submission	Instructional and non-instructional departments/areas
<input type="checkbox"/>	Summer 2016	Disbursement of mid-cycle request allocations for Program Review 2013-2016	Fiscal Instructional and non-instructional departments/areas
<input type="checkbox"/>	Fall 2016	Ratings of requests (one-time requests, faculty, personnel) for Program Review 2016-2019	Academic Senate, Planning teams, P&B, Executive Team

On an annual basis, the Vice President, Student Life and Administrative Services reviews the long-range plans, including the College Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, the Enrollment Management Plan, and the Staffing Master Plan, along with identified instructional needs, and unbudgeted/under budgeted items and makes a recommendation to the Planning and Budget Committee on the utilization of the ending balance for the given fiscal year with an identified allocation to be utilized in Program

Review requests. Before Program Review requests are funded, there is a complete review of the requests to ensure that they are in line with current College plans. The Facilities, Safety and Land Development Committee review facility requests for compliance with the current Facilities Master Plan and the Enrollment Management Plan. Health and Safety requests are also reviewed by the Facilities, Safety and Land Development Committee and if deemed to have health or safety issues, are funded immediately. The College Technology Committee reviews all technology related requests to ensure compliance with the Technology Master Plan as well as the Enrollment Management Plan. Once this recommendation is reviewed by Planning and Budget and adopted, the allocations are made for expenditure.

The following rubric is utilized by the campus to rate the requests that have been made through program review. This allows the College to ensure that the requests being made are in line with campus goals, student/service learning outcomes and campus plans.

**Golden West College
Resource Request Prioritization Rubric**

Request Item: _____

Scoring Area	Related Components	Scoring Rubric	Score
Demonstrated needs based on program review and outcomes assessment	Program Review Student Learning Outcomes Administrative Unit Outcomes Student Success Measures	Max 40 points 0- 10 pts- Weak demonstrated need supported by PR 11 -30 pts – Moderate demonstrated need from PR 30-40 pts – Strong demonstrated need from PR	
Direct support or impact of College goals	2010 -16 Institutional Goals Institutional Effectiveness Student Learning Programs & Services Resources Participatory Governance & Leadership Community Engagement	Max 30 points 0 -10 pts- No impact and support for college goals and improvement of Key Performance Indicator(s) associated with Institutional Goals 11- 25 pts – Indirect impact and support for college goals and improvement of Key Performance Indicator(s) associated with Institutional Goals 25-30 pts – Direct impact and support for college goals and improvement of Key Performance Indicators associated with Institutional Goals	
Serves other Programs, Plans, and/or Grants.	Program Review Division Plans College goals	Max 15 points 0-5 pts- Zero or weak evidence to show how resources can serve other programs, plans, and/or grants	

		5-15 pts- Provide evidence to show how resources will serve other programs, plans, and/or grants	
Cost Savings/ Program Efficiency	Program Review	Max 15 points 0-5 pts- Zero or weak demonstration of saving college money or increasing program efficiency 5-15 pts- Demonstration of saving college money or increasing program efficiency	
		Points (Max 100)	

ACTION PLAN: The wording of this section will be finalized by the Planning and Budget Committee in the Fall 2014 semester before the next cycle of Program Review and/or scheduling decisions for 2015-16 are finalized.

UPDATE: Planning and Budget has reviewed the documents in the Revised Planning and Decision Making Guide. These forms have been implemented for the new Program Review Cycle. After cycle completion (check dates) the process will be assessed and modified as necessary. Action Plan Completed.

Program Review Template:

The Strengths, Weaknesses, Opportunities and Threat (SWOT) analysis requires instructional departments to address six questions (only questions 3-6 for non-instructional units):

- 1. What noteworthy trends do you notice in your data tables?*
- 2. What are your analyses of the causes or reasons for those trends?*
- 3. What does your program do well?*
- 4. What are the challenges to your program?*
- 5. What are the opportunities for your program?*
- 6. What are the identified areas in need of improvement?*

Additionally, departments include descriptions of their assessments of student learning, process, and satisfaction outcomes using the 5 step model.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	
Step 2	What method did you use to assess the SLO?	
Step 3	Describe the results of your assessment.	
Step 4	Describe your analysis of the data.	
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	

As a result, the program identifies areas for improvement, three-year objectives, and the resources needed. In some cases, program Chairs and their Dean may recommend programs for further review via the Program Vitality Review process.

Each department makes their resource needs known by summarizing their needs on the Resource Planning page of the report template and completing Resource Request Forms. These requests are rated by the appropriate planning teams or Academic Senate. Ranked lists are then reviewed and/or rated by the Planning & Budget Committee and forwarded to the Senior Executive Team (College President and Vice-Presidents) as recommendations.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty:

Management:

Classified:

Hourly:

Considering your current employees, what staff development/training does your program need?

Technology What improvements in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Health, Safety and Security

Other What changes or other additions need to be made to your program to function adequately?

District-wide Strategic Master Plan:

The development of the District-wide Strategic Master Plan is the first step towards updating the Educational Master Plan. The District Consultation Council (DCC), chaired by the Chancellor, is the district-wide participatory governance body with representation from all constituent groups at the three colleges and the District Office. The charge for DCC includes, making recommendations to the Chancellor on district-wide planning concepts, the strategic framework for integration of planning resource development, as well as, annual review of reports of progress on the District-wide Strategic Plans, Goals and Objectives and measures of institutional effectiveness, and overseeing the development, evaluation and integration of the District-wide Strategic Plan with college strategic plans.

Starting in November, 2013, the DCC engaged in the process of developing a new district-wide strategic plan for 2014-2017 in order to align with the district-wide strategic plan timeframe with the accreditation and college planning timelines as well as to establish district-wide strategic goals and objectives that are time-bound, realistic and measurable.

During the process, the DCC reviewed and discussed the following documents, reports and analyses:

Golden West College Long Range Financial Plan

- Examples of district-wide plans from other California multi-college districts
- Definitions and examples of various types of planning, framework for development, implementation and evaluation of strategic plans, and relationship between strategic plans and resource allocation
- Evaluation of the Vision 2020 Strategic Plan
- Environmental scan and analysis
- District-wide measures of institutional effectiveness.

The desired outcome was to develop a district-wide strategic plan that establishes specific strategic focus on key areas while providing for flexibility for each district site to develop and implement operational strategies and tactical activities toward achieving the district-wide strategic goals and objectives which take into account and build upon the strengths and uniqueness of each district site. (<http://www.cccd.edu/aboutus/master-planning/Documents/District-wide%20Strategic%20Plan%202014-17.pdf>)

This document, through a participatory process, sets the framework for the College to now work on updating the College Master Plan (formerly the Educational Master Plan)

College Master Plan (formerly the Educational Master Plan)

The College Master Plan, which was finalized in Spring 2011, was developed as a planning document that projects the needs for future growth, space, and supporting services to support the primary educational purpose of the College. The document includes an analysis of the College and the surrounding community, a list of goals for the years 2010-2016, and provides highlights of the College programs and services. The Educational Master Plan was written in association with the District Vision 2020 Plan. The Board of Trustees adopted the District Vision 2020 Educational Master Plan for the District in 2011. The plan's ultimate purpose was to promote student success while maintaining the vitality of the Coast Colleges over the next decade. In addition to the Key Planning Assumptions outlined above, the College's plan also incorporates College Goals, which helped to direct the development of the other plans to ensure consistency. The College goals developed for 2010-2016 are summarized as follows:

1. INSTITUTIONAL MISSION AND EFFECTIVENESS

Golden West College will demonstrate a strong commitment to student learning. The College will ensure program excellence through the assessment of student learning, student achievement and service outcomes.

2. STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs

Golden West College will maintain, assess and refine a carefully crafted portfolio of strong and relevant programs that promote student transfers to four-year universities and/or attainment of career certificates in high-demand industries.

B. Student Support Services

Golden West College will provide services that enable students to enroll, persist, complete, and become self-directed while minimizing institutional barriers.

C. Library and Learning Support Services

Golden West College will maintain, assess, and strengthen services and resources in the library, tutoring center, learning centers and computer laboratories.

3. RESOURCES

A. Human Resources

Golden West College will maximize the benefits of diversity, strengthen staff development activities, and increase the effectiveness of evaluations.

B. Facilities and College Environment

Golden West College will create and maintain a safe college environment conducive to student learning by using resources in ways that are sustainable.

C. Technology

Golden West College will leverage technology resources to facilitate student learning, college communication, and institutional effectiveness.

D. Fiscal Resources

Golden West College will effectively manage financial resources to sufficiently support, maintain and enhance student learning programs and services.

4. PARTICIPATORY GOVERNANCE AND

LEADERSHIP A. Planning Processes & Decision-Making

GWC will utilize participatory governance and effective, ethical leadership to continuously assess and improve the institution.

B. District Collaboration

GWC will proactively engage in participatory governance activities with sister colleges and district offices to better serve our students and community while maintaining college autonomy.

5. COMMUNITY ENGAGEMENT

A. Community Relations

GWC will actively seek additional opportunities to serve as the educational center for its local community.

B. Business, Industry and Governmental Partnerships

GWC will use systematic processes for building partnerships with local businesses, industries and governmental agencies to promote contract education, student internships, faculty externships, and fundraising.

These Goals, in addition to the Key Planning Assumptions have been utilized to drive the priorities in our Program Review process, which in turn drives our short-term and long term resource allocations.

The initial planning for the new College Master Plan will be initiated in Spring 2015 with a review of the College mission, goals and related key performance indicators.. It is expected that the Planning and Budget Committee will take action in the Spring 2015 so these revised mission, goals and key performance indicators./ can inform program review which commences in Fall 2015.

The District will reassess its timeline to review the goals accomplished, reassess the goals that have not been completed, and develop a new set of goals to work towards over the next three years. This plan will incorporate a new set of goals, as well as incorporate all other planning documents to ensure consistency.

Currently the District is discussing the creation of the charge for a District-wide Information Technology Committee. This committee will work in conjunction with the College Technology Committee in the development of new College and District plans.

In 2015-16, the College will adopt specific goals to guide the next college master plan for 2016-16 through 2020-22 with a mid-cycle review in 2018-19.

Facilities Master Plan:

The Facilities Master Plan was completed in May 2011 and outlines the facilities needs of the campus based on a detailed assessment of demographics, enrollment projections, future programmatic needs, and existing facility conditions (<http://www.cccd.edu/aboutus/Pages/Master-Planning.aspx>). The projections for future growth and space needs were identified through the College Educational Master Plan and were the determining factors in the development of the Facilities Master Plan.

The Facilities Master Plan estimates a total cost of approximately \$285M; however, more recent estimates reflect the total cost approaching \$310M. In November 2012, the voters approved Measure M, a \$698M general obligation bond that will fund new construction, renovations, security/safety upgrades, energy efficient infrastructure, and technology improvements in the District. Golden West is currently earmarked to receive approximately \$230M in Measure M funds. A current project listing is attached as Appendix C and may be found at <http://www.cccd.edu/aboutus/master-planning/Documents/Surf%20Report.pdf> . Any future land development will be linked to the Facilities Master Plan. Recognizing the projected shortfall in funding, the College is seeking to leverage other funding sources in order to completely implement our Facilities Master Plan. Current research suggests that a state-wide Facilities Bond may likely be contemplated in November 2016. If successful, this could yield approximately \$120M in state-match funds for several qualified (“in queue”) projects at Golden West. The College intends to keep these projects positioned for state funding in anticipation of this possibility. In addition, the campus is also planning and implementing several energy efficiency projects utilizing the funding made available by Proposition 39 of 2012. Lastly, with every new project, the College seeks to maximize incentive dollars through utility programs such

as Southern California Edison Savings-by-Design, California Community College-Investor Owned Utility (CCC-IOU) Partnership, and program specific grants. While continually exploring supplemental funding strategies, the College and District closely monitor each project to ensure budgetary cost control and identify potential budgetary savings opportunities. The projects detailed in the Facilities Master Plan are anticipated to be completed in 2022. In Fall 2014 and Spring 2015 the College reviewed and vetted a revised Facilities Master Plan which takes in to consideration changes that arose from lack of State funding as well as programmatic changes or expansions.

In addition to funding the projects in the Facilities Master Plan, the College also realized that there were ongoing maintenance costs that needed to be considered. In an effort to address the total cost of ownership of these new facilities, the District has established an endowment for maintenance dollars to offset these costs. Distributions of these endowment proceeds from the District are based on the Facilities Condition Index (FCI) at the time of disbursement. These assessments are completed every five, years and the District is anticipated to complete the next one this year. The current FCI has Golden West receiving 48.26% of these maintenance endowments. As mentioned, this may be modified based on the new assessment to be completed.

Technology Master Plan:

The College adopted a Technology Master Plan in 2012. This plan outlines the needs of the campus in five strategic areas: infrastructure, productivity, teaching/instruction, learning and assessment. Each of these key areas explains trends and the goals and objectives.

Technology is a key component to any higher education institution and must be leading edge and sustainable. Historically, the College knew what the technology needs of the institution were, but had difficulty funding them. With the passage of Measure M, the District has created endowed funds for technology, which will help the colleges within the District stay up to date.

Prior to the passage of Measure M, Golden West had allocated funds out of the 2012-13 ending balance to provide for a campus-wide computer refresh, as well as an infrastructure upgrade. With the issuance of the first series of bonds with Measure M, \$15,000,000 was allocated for immediate technology needs District-wide. Of that, Golden West received approximately \$3,600,000. \$1,400,000 in computers was immediately purchased and is currently being installed campus-wide. In addition, a consultant has been hired to conduct a complete review of the campus technology infrastructure and provide a design that will allow the College to maximize the use of technology. The balance of the College's \$3,600,000 has been set aside for that project.

The technology support departments from the three colleges within our District have recently been reorganized into a centralized structure at the District. This transition will allow for the future technology needs of the District to be reviewed District-wide as opposed to each individual campus. The goal is increased efficiency, better utilization of human resources, and improved cost efficiency related to consistent standards. The endowed funds for technology will give the District the capacity to ensure future technology initiatives are funded, which allows general fund dollars to be allocated elsewhere.

With this reorganization, the College transferred approximately \$1.9M from their base budget to the District. These funds covered the cost of all personnel associated with the transfer, as well as the small budget that the College had for technology expenditures. This centralization

is still extremely new. An assessment of this reorganization will be conducted to verify that the campus needs are still being met.

NEW ACTION PLAN: The College will be assessing the effectiveness of the newly centralized IT department to the District to ensure that the College’s IT needs are being met.

In addition to the campus computer refresh and the infrastructure assessment, there are many technology initiatives that the District is currently undertaking to improve services to staff and students. This list and the funding sources are identified below:

[Pending]

Enrollment Management Plan:

The College adopted the Enrollment Management Plan in Spring 2014, which has allowed the College to have a long-range view of the financial requirements for Golden West to reach not only the FTES targets but to improve student success. As referenced in the Enrollment Management Plan, most institutions let FTES targets drive their scheduling because that is the mechanism by which the State currently funds the colleges. Golden West is developing plans for incorporating the FTES target and Student Success to help ensure that will address our mission. This represents a change in how this process has historically been done and will require some conversation on campus around productivity and funding. It will also help redirect funds to align with identified gaps.

As you can see below, a very comprehensive cost analysis has been established to allow the College to review the annual costs associated with the Enrollment Management Plan and the proposed funding source.

Financial Impact of Enrollment Management Plan

	Description	Go-Live	Person in Charge	Steering Committee	Funding Source	Actual 2013-14	Allocated 2014-15	Projected Cost 2015-16	Projected Cost 2016-17	Projected Cost 2017-18
1	Managing Enrollment Targets	ongoing	CIO	P&B	G.F.	\$7.4M	\$7.5M	\$7.8M	\$7.9M	\$8.0M
2	Successful Accreditation	3/14	President	P&B	G.F.	\$25K	\$25K	\$25K	\$25K	\$25K
3	Equity and Access		Title III Coordinator	RCC	SSSP BSI	SSSP BSI Title III	\$224K \$16K \$34K	\$216K \$30K \$44K	\$38K	\$26K
4	Increase Student Participation in College Life	2015	Dean, Student Life	AS&SL	ASGWC	\$50K	\$50K	\$50K	\$50K	\$50K
5	Create a One-Stop Call/Answer Center	4/14	Dean, Enrollment Management	RCC	G.F.	\$80K	\$160K	\$160K	\$160K	\$160K
6	Refine Processes	1/15	Dean, Athletics	CCD & RCC	G.F.	\$0	\$0	\$0	\$0	\$0

7	Strengthen Student Success Pathways	Fall 2015	Title III Coordinator	RCC	Title III	\$48K	\$60K	\$79K	\$47K	\$21K
8	Improve Remediation	Fall 2015	Title III Coordinator	RCC	Title III BSI	\$79K \$7K	\$84K \$35K	\$106K	\$80K	\$52K
9	Increase Completion	Fall 2015	CIO	CCD & RCC	G.F. Title III SSSP BSI SEqP	\$29K \$156K \$39K \$0	\$20K \$33K \$627K \$15K \$255K	\$39K	\$27K	\$26K
10	Improve Financial Support	Fall 2015	Dean, Enrollment Management	RCC	G.F.	0	\$30K	\$30K	\$30K	\$30K
11	Increase Persistence and Retention Rates	2014-18	Title III Coordinator	RCC	Title III SSSP	\$36K \$156K	\$41K \$627K	\$36K \$527K	\$34K \$527K	\$18K \$527K
12	Increase Outreach and Marketing	2014-18	Director, Promotions	RCC	Ending Balance SEqP	\$30K \$0	\$250K \$50K	\$150K	\$150K	\$150K
	Other Grant-related Activities and Costs									
	Increase Readiness				SEqP	\$0	\$95K			
	Professional Development				BSI SSSP SEqP Title III	\$0 \$0 \$0 \$60K	\$18K \$20K \$10K \$63K	\$18K \$20K \$58K	\$18K \$20K \$62K	\$18K \$20K \$59K
	Foundation Scholarships				Title III	\$47K	\$9K	\$9K	\$59K	\$90K
	Project Coordination				BSI SSSP SEqP Title III	\$15K \$0 \$0 \$108K	\$15K \$110K \$70K \$108K	\$15K \$110K \$122K	\$15K \$110K \$116K	\$15K \$110K \$149K

TOTAL COST						
General Funds – Budgeted and/or an additional allocation (as approved by Planning & Budget)		\$7.505M	\$7.735M	\$8.005M	\$8.105M	\$8.205M
Student Success and Support Plan (SSSP)		\$536K	\$1.6M	\$1.5M	\$1.5M	\$1.5M
Basic Skills Initiative (BSI)		\$113K	\$113K	\$220K	\$220K	\$220K
EOPS/CARE/EFY						
Title III		\$439K	\$455K	\$452K	\$451K	\$444K
Measure M						
Foundation						
ASGWC			\$50K	\$50K	\$50K	\$50K
Financial Aid						
Student Equity Plan		\$0	\$480K			

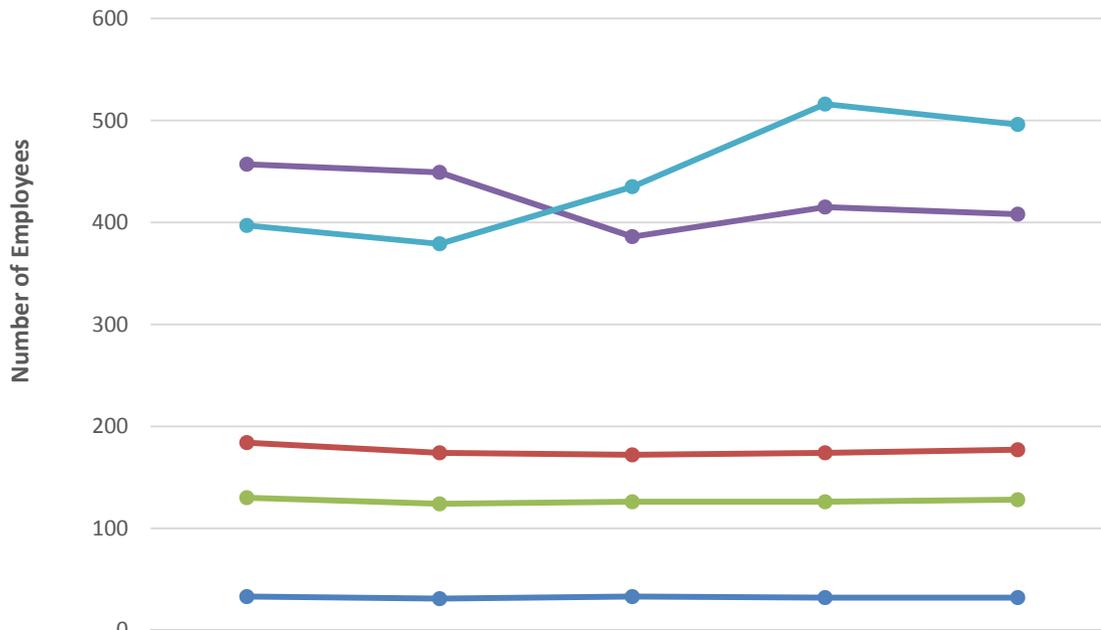
As the College moves to increase its emphasis on an enhanced student success model, there will be changes in FTES productivity and cost efficiency, however, this should result in increased rates in student completion. These cost projections will be monitored and revised on an annual basis and the College will endeavor to identify proper funding.

From a historical perspective, the College has produced extremely accurate projections related to FTES, as well as part-time faculty and overload costs, which have allowed for an anticipation of what the annual expense will be for proper budgeting. The College will utilize the enrollment projections provided by the District to plan and budget accordingly. It is anticipated that the full implementation of FLAC (Faculty Load and Compensation) module and with the increase of reliable student education plans through DegreeWorks, the College will have better information to conduct its planning and budgeting related to enrollment management.

Staffing Master Plan:

Due to staffing changes in Human Resources, this plan will be modified to be a more general plan, with completion in Spring 2015, with a comprehensive plan to be completed after a new District Vice Chancellor of Human Resources is hired in Spring 2015. The District is in the process of advertising a Request for Proposal for a consultant to conduct a salary comparison study which will also aid in the development of the Staffing Master Plan. Pending approval of the Staffing Master Plan, the College is utilizing its current adopted processes for both Classified and Faculty hires as outlined in the Planning and Decision Making Guide. As the College rebuilds these staffing levels, funding will need to be identified from our existing planning and budget processes. The College is currently in the processing of utilizing the newly revised and adopted Classified Resource Request Form. In utilizing this process, the College is on course to increase staffing levels in both Classified and Faculty moderately from previous years. Below is a graph that demonstrates the changing in staffing levels:

Golden West College Employees: Fall 2010 to Fall 2014



	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Management	33	31	33	32	32
Classified	184	174	172	174	177
Full-time faculty	130	124	126	126	128
Part-time faculty	457	449	386	415	408
Short-term hourly	397	379	435	516	496

***Some decreases are due to the centralization of Financial Aid and Technology to the District Office.

Although the Staffing Master Plan is not complete, there is a campus-wide understanding that there will be significant costs associated with the funding of this plan. The College Staffing Plan will have to identify personnel needs and a mechanism for funding the plan.

One of the areas of focus in the new plan will be the District’s Faculty Obligation Number (FON). As enrollment targets change, there will need to be an ongoing review of the number of full-time faculty currently employed by the District to ensure compliance with the Statement FON calculation. The District has completed a review of the FON requirements and developed a Full-Time Faculty Hiring Plan including a funding methodology which has been presented to the Board of Trustees.

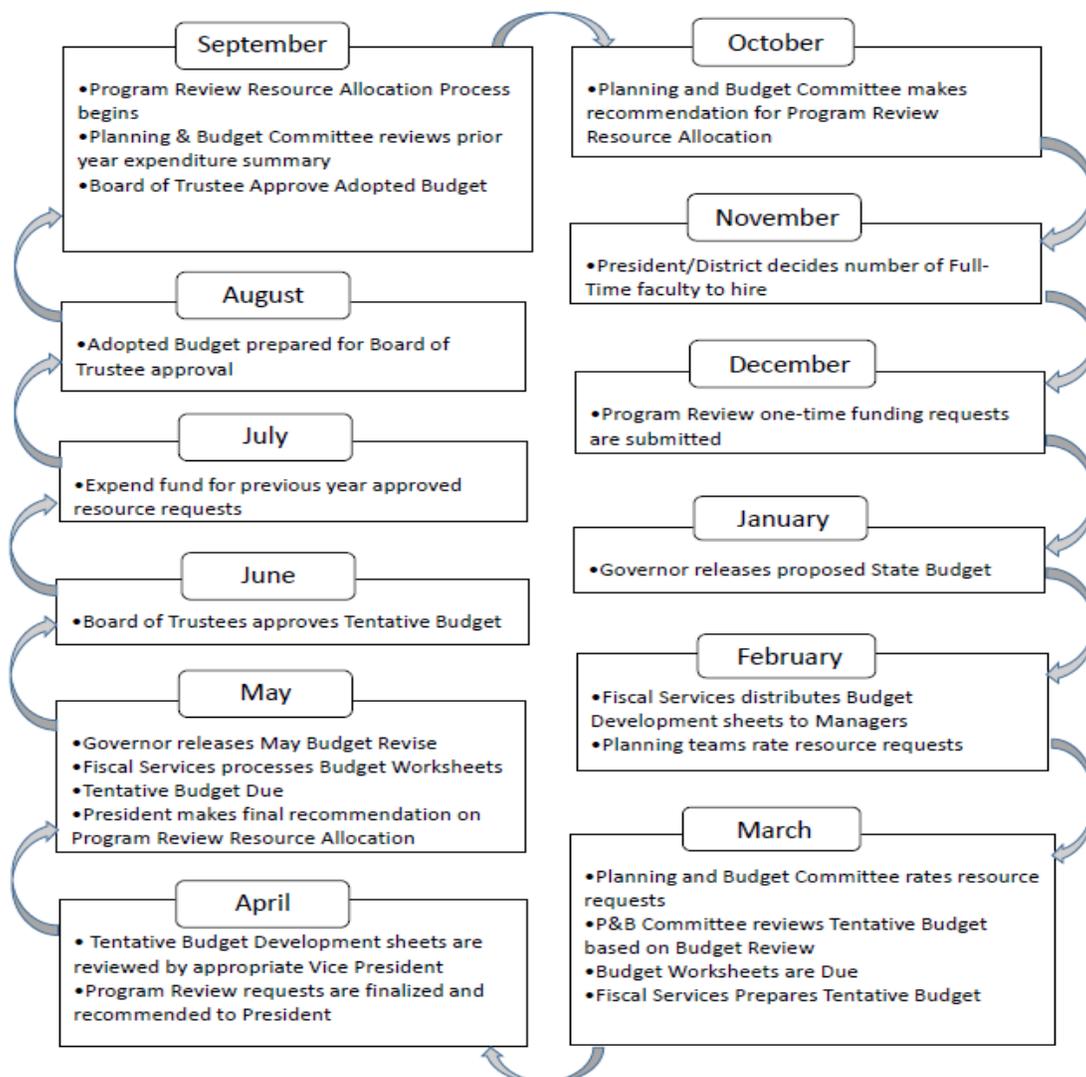
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Budget Development:

The budget development process at the campus occurs in two phases; tentative budget development and adopted budget development. The campus receives a tentative budget model

from the District Office based on the January Governor’s budget. Based on that model, the College distributes tentative budget development sheets to each manager with a proposed budget. The manager then submits the completed, signed sheet to Fiscal Services for input. Tentative budget is approved by the Board of Trustees in June of each year. Once the May Revise is received from the State, the District utilizes that information to update the Tentative Budget Model and complete the Adopted Budget Model. This model is then distributed to the campus. If there are changes, then each manager is given the opportunity to modify what they submitted for tentative. Fiscal Services works to balance the campus budget to the Adopted Budget Model and submit to the District. The adopted budget is then submitted to the Board of Trustees for approval in September of each year. The adopted budget provides the College with their basis for spending in each fiscal year.

ON-GOING BUDGET REVIEW AND DEVELOPMENT PROCESS



In addition to budget development, the College reviews budgetary reports at Planning and Budget on a quarterly basis. Specialized reports are submitted to Planning and Budget as requested as well. The task force established by Planning and Budget to conduct the annual review of this plan is also developing a reporting schedule for standardized reports to be submitted to Planning and Budget on an annual basis.

ACTION PLAN: Develop a Planning and Budget related reports schedule to be reviewed and approved by Planning and Budget in Spring 2015.

Budget Challenges:

In addition to planning for long-range plans, there have been challenges related to resource allocation with no new funding. A number of years ago, the District negotiated to put all of COLA and half of growth funds on the salary schedule, thereby creating a structural imbalance between salaries and discretionary funds. This has forced the colleges to look at other funding sources, such as dedicated revenue to balance their budgets. The new budget model is proposing to distribute COLA and growth funds to the colleges. This distribution will be made after negotiations are completed. The College has established a list of unbudgeted/under budgeted areas on campus that were reviewed by Planning and Budget. It is the goal of the College to establish cost saving measures in the 2014-15 fiscal year through Planning and Budget and utilize those savings to assist in funding this list. A task force was established which has begun to look at areas for increased efficiencies, revenue generation and cost saving measures. These will be reviewed by Planning and Budget in Fall 2014. There is also a commitment to reviewing the list of under budgeted items on an annual basis or as new funding becomes available so consideration can be given to the usage and prioritized with current campus goals.

ACTION PLAN: The task force established by Planning and Budget in Spring of 2014 will report back to Planning and Budget in the Fall of 2014 with specific recommendations on funding unbudgeted items. Planning and Budget will discuss and adopt recommendations that can guide the budget development process for 2015-16.

UPDATE: The task force has had two meetings and has reported to Planning and Budget that the cost saving measures previously identified would be insufficient to address the Unbudgeted List. The task force will continue to work on recommendations in Spring 2015.

REVISED ACTION PLAN: The task force will make recommendations to Planning and Budget in Spring 2015 with the goal to develop strategies in funding a portion of these items in 2015-2016.

Golden West College
Unbudgeted/Underbudgeted - Ongoing expenses not budgeted sufficiently in general fund
As of February 17, 2014

Description	Amount	Sources of Funding other than GF *	Notes
Part Time Faculty/Overload	\$ 1,500,000	Growth?	Discussions to get 1X funding for growth continue
Substitute Costs	\$ 100,000		Faculty and Classified
Short-Term Employees			
Answer Center/Call Center	\$ 160,000	SSSP, Title III Grant, Presidium	
Admissions and Records	\$ 70,000		
Models/Accompanists/Lab support	\$ 100,000		
Tutors	\$ 125,000	ASGWC, BSI, EOPS, Title III	
Theater	\$ 15,000		
Library	\$ 14,000		
Interpreters	\$ 150,000		Depends on DHH Student Population & DHH Funds
Large Class Factor Support	\$ 60,000		First year of comprehensive support - amount under review
Pool - chemicals and maintenance	\$ 80,000	Restricted Lottery	Chemicals can be paid from RL, maintenance can not
Library Databases	\$ 50,000	Restricted Lottery, ASGWC	
Blackboard	\$ 90,000	Restricted Lottery	Attempting to shift to District Wide expense
Maintenance and Operations	\$ 250,000	Capital Funds	Not always available
Athletics Playoffs	\$ 40,000		Cost varies depending on team participation
Instructional Supplies	TBD	Restricted Lottery	
Software Licenses	\$ 46,000	Financial Aid, SSSP, Title III	TracDat, Online Int'l Application, ProEd, Adapt Orientation
Memberships	\$ 32,000		Chronicle for Higher Ed, ACCJC, Community College Forum

\$ 2,882,000

* Funding from other sources is a temporary solution

One of the goals of Planning and Budget is to identify funds to cover the cost of these items. Historically, the College has vacancies and increases to dedicated revenue and College ending balance, all of which have helped to cover these budget shortfalls. The College's ultimate goal is to completely budget for these shortfalls. The College is currently working on an excess land development opportunity which would create a new stream of revenue to fund identified needs from the above list. In addition, with the improving economy, we have renewed efforts in the expansion of our International Student Program which will also produce additional revenue for the College to utilize. The College continues to work on efforts in the following areas to increase our revenue base:

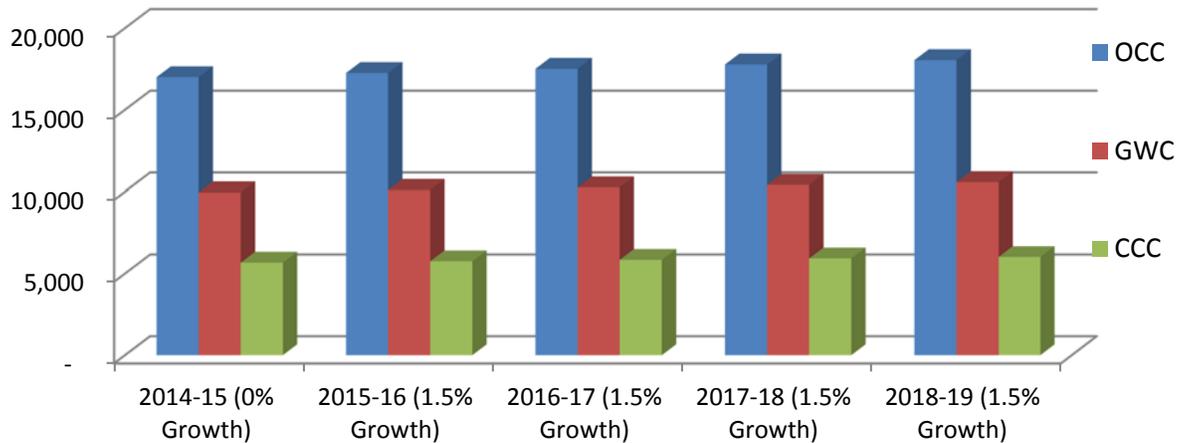
- Community Education
- Enterprise Corporation
- Foundation
- Adult Education
- Growth Funding

In addition to the unbudgeted items on campus, the 50% law has created some challenges District-wide. As a District, we have barely met the requirements of the 50% law, which states that at least 50% of the District's expenditures must be spent on direct instructional support. The District has begun to hire faculty positions, which will help address this challenge, and the District will continue to monitor these expenditures throughout the year to ensure that we are spending our budget in accordance with this regulation.

5-Year Financial Forecast:

FTES Targets as Proposed by the District:

**Coast Colleges
Multi-Year Growth Projection
December 10, 2014**



	2014-15 (0% Growth)	2015-16 (1.5% Growth)	2016-17 (1.5% Growth)	2017-18 (1.5% Growth)	2018-19 (1.5% Growth)
OCC	16,998	17,253	17,512	17,774	18,041
GWC	9,952	10,101	10,253	10,407	10,563
CCC	5,669	5,754	5,841	5,928	6,017
Total	32,619	33,108	33,605	34,109	34,621

The District projections for FTES growth are calculated on anticipated state-provided growth dollars only. The numbers differ slightly from the College’s projections, which are based on enrollment growth, in addition to designing the “right size college,” focused on student completion and success strategies. In addition to the FTES projections, the District has provided their best estimate, with assumptions for forecasting revenue projections for the next five years. This, of course, is simply a projection that will be a working document and modified as new information is provided from the State and other sources. It is always difficult to make these projections because of changes to the economy, changes in government, as well as potential changes within our District.

The 2015-16 Budget Presentation will be made to the Board on March 18, 2015. After this presentation, we will develop long-range projections to include in the plan.

Summary:

There will be unforeseen expenses that will arise, but the proper contingency funds will help with those expenses. The District carries an undistributed reserve, which is also available to the campuses if the need be presented. Golden West is extremely fortunate that it does not have any long-term debt financing.

The challenges the College faces in the long term involve balancing the various needs of the College with the limitations of the resources. Funding priorities emerge from discussions on campus in various venues and are shared with the Planning and Budget Committee and senior management. As noted in the Enrollment Management Plan, there are ongoing discussions about the size of the College, reviewing some programs that may be under performing and repurposing those resources. Strategies for developing these priorities are currently being discussed. Program Review is the current mechanism to get funding requests made and considered by Planning and Budget.

The development of the new budget allocation model will be key to the development of sound budget strategies. Because of the challenges at the State and the volatility of the budget, it is difficult to anticipate revenue streams on a long-term basis. Through the development of the campus long-range plans, and the conservative methodology the College utilizes before funds are spent on short-range needs, which are those identified through the Program Review process, the College is confident that it can maintain a positive ending balance and maintain the integrity of our programs and services.

This plan will be reviewed on an annual basis by the campus and will be updated accordingly to ensure that the most up to date information is included. This will make the plan an ongoing, working document, which will make it more meaningful and relevant.

