



Spring 2018 Budget Retreat

Friday, March 2, 2018 Creveling Lounge

Mission and Agenda

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.

8:30-9:00 Light Breakfast

9:00-9:15 Introduction and Brief Overview of the Day

9:15-9:45 Budget Overview

9:45-10:15 Instructional Overview

10:15-10:45 Student Services Overview

10:45-11:00 Strong Workforce

11:00-11:30 Annual Update Overview

11:30 Lunch

11:30-3:00 Budget Request Prioritization



Budget Overview
Chedva Weingart
Executive Director Fiscal Services

Overview

- Governor's Proposed Budget
- New Funding Formula
- Budget Development Process
- 2017/2018 Snap Shot – Operating Statement
- Update on U Building

Governor's Proposed Budget

Apportionment

- \$175 million to support each districts' transition to student-centered funding formula. The Governor proposes a new allocation formula with \$175 million to ensure no college receives less under the new formula that it would receive under the current law. (hold harmless)

Proposed new formula:

- About one-half of apportionment funding would be allocated based on enrollment.
 - About one-quarter based on the number of low-income students served as measured by eligibility for fee waivers and federal Pell grants.
 - About one-quarter based on performance measures such as three-year degree/certificate completion rates.
- \$161.2 million for a 2.51% COLA to apportionments. (Does not apply to the \$175 million above)
 - \$60.0 million for a 1% growth in access. These funds will be allocated through the recently revised growth formula.

Governor's Proposed Budget

Educational Services

- \$46 million to support implementation of the California College Promise (AB 19).
- \$32.9 million to support the consolidation of the Full-Time Student Success Grant and the Completion Grant programs.
- \$7.3 million for a 2.51% COLA for the Apprenticeship, EOPS, DSPS, CalWORKs and the Child Care Tax Bailout programs.

Facilities and Equipment

- \$275.2 million for the Physical Plant and Instructional Equipment program. (one-time)

Governor's Proposed Budget

Online and Innovation

- \$100 million (one-time) and \$20 million (ongoing) to establish a fully online community college.
- \$20 million for an Innovative Awards program to support innovations that close equity gaps. (one-time).

Chancellor's Office Staffing

- \$2 million of general fund to fill 15 vacant positions at the Chancellor's Office. This additional support will allow the Chancellor's Office to provide greater leadership and technical assistance to colleges.

Governor's Proposed Budget

Workforce

- \$30.6 million to fund shortfalls in related and supplemental instruction (RSI) (one-time)
- \$20.5 million for COLA to the Adult Education Block Grant (AEBG) program
- \$17.8 million to reimburse K-12 and community college-sponsored apprenticeship program.
- \$5 million to develop a unified dataset for adult learners.
- \$2 million to increase the number of certified nurse assistants being trained through the Strong Workforce program. (one-time).

Next Steps

- The next steps in the budget process will be collecting input from system stakeholders, a review by the Legislative Analyst's Office, and an initial round of budget subcommittee hearings prior to the release of the May Revision.

New Funding Formula – Trailer Bill

- Starting in fiscal year 2018-2019 the Community Colleges Chancellors Office shall annually calculate a base grant, a supplemental grant and a student success incentive grant for each community College district.
- Base grant is based on
 - Marginal Funding rate for Credit Revenue \$5,320 per FTES multiplied by cost of living adjustment
 - Marginal Funding rate for Non Credit Revenue \$3,323 per FTES multiplied by cost of living adjustment
 - Marginal Funding rate for Career development and college Preparation \$5,320 per FTES multiplied by cost of living adjustment
 - Rates on Base Grant is multiplied by 45.2%
- Supplemental grant is based on
 - 25.07% of FTES rate calculation computed, multiplied by number of students who receive fee waiver
 - 40.0% of FTES rate calculation computed, multiplied by number of students who receive PELL Grants

New Funding Formula - continued

- Student Success incentive grant
 - 104% of FTES rate calculation times number of approved degrees, certificates and awards granted by the district based on the prior fiscal year.
 - 120.2% of FTES rate calculation times number of student who complete a degree certificate of transfer in 3 years or less in the prior year as defined on the score card.
 - 18.35% of FTES rate calculation times the number of Associate Degree for Transfer degrees granted by the district.
 - There are various adjustments for decreases and increases.
- The formula used in the Department of Finance Simulation has PCC potentially receiving an extra \$200K, out of \$128 Million, essentially a break even.
- Not clear how this will all shake out as two different work groups are tasked with providing a recommendation of their interpretation of the formula to the State Chancellor's Office.

Budget and Policy Considerations

- The Governor has made it clear he wants to see a more equitable and student centered funding formula than currently exists in our funding model.
- According to the Legislative Analyst's Office estimates between 2014-15 and 2020-21 pension costs for the CCC's will increase by over \$670 million as the state reduces the gap between assets and liabilities in PERS and STRS.
- The CCC's has received \$525 million over the prior three fiscal years in an increase in our apportionment base with the expectation that these funds cover pensions costs.
- The Governors' 2018-19 proposal continues this theme of flexible funding to colleges with the expectation that pension liabilities will be addressed locally.
- In 2017, Governor Brown signed AB19 to create the California College Promise to increase the number of students enrolling in a community college directly from high school and completing a high-value degree or credential.

**Pasadena City College
 Projected Operating Statement
 Fiscal Year 2017-2018
 UNRESTRICTED GENERAL FUND - 01**

		2016-17	2017-18	2017-18	2017-18	2017-18
		<u>Final Fiscal Year ending 6/30/2017</u>	<u>Adopted Budget Dated July 2017</u>	<u>Adjusted Budget Dated 01/31/2018</u>	<u>Projected for the Fiscal Year Ending 06/30/2018</u>	<u>2017-18 Variance</u>
REVENUE						
Federal Funding		253,115	582,117	624,684	624,684	0
State Funding		98,762,933	105,904,302	106,575,492	106,575,492	0
Local Funding		57,632,520	50,025,544	50,025,544	50,025,544	0
Other Financing Sources		10,875	3,000	3,000	3,000	0
TOTAL REVENUE		156,659,443	156,514,963	157,228,720	157,228,720	0
EXPENDITURES						
Academic Salaries/		68,084,078	69,096,953	69,027,529	69,795,983	(768,454)
Classified & Non Academic Salaries		23,938,761	24,516,157	24,921,413	25,073,539	(152,126)
Employee Benefits		36,221,448	39,973,851	40,047,292	40,047,292	0
Supplies & Materials		743,338	2,139,796	2,167,010	2,167,010	0
Other Operating Expenses and Services		11,249,965	16,507,169	15,618,185	14,697,605	920,580
Equipment Purchase		343,824	637,883	1,087,380	1,087,380	0
Other Outgo			-	46,782	46,782	0
Transfers		10,421,960	3,643,154	4,313,129	4,313,129	0
TOTAL EXPENDITURES		151,003,374	156,514,963	157,228,720	157,228,720	0
Revenue Over(Under) Expenditures		5,656,069	-	-	-	0
Fund Balance, Beginning		20,846,737	26,502,806	26,502,806	26,502,806	0
			-	-	-	0
Projected Ending Fund Balance/Actual Fund Balance		26,502,806	26,502,806	26,502,806	26,502,806	0

Update on U Building

- Proposition 51 passed in November 2016 and the U Building replacement project was approved for 100% State Funded Project
- Total Estimated Project Cost \$60.0 million
- Fiscal year 2018-2019 State Proposed Budget – Match 50%
- Cost to District with current escalation costs \$38 million if match requirement becomes final.
- \$30 million match plus \$8 million escalation costs.

2018 PCC Budget Retreat Instruction Overview

Dr. Terry Giugni

Assistant Superintendent/Vice President, Instruction

2018 Budget Retreat

- PCC FTES History
- PCC 2017-18 FTES Update
- Enrollment Management
- 2018-19 Funding Formula
- Other areas of Performance Based Funding

PCC's FTES Apportionment History

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Base						
Credit	19,454.33	19,710.77	20,071.80	21,094.76	22,282.71	22,765.30
NonCredit	295.70	977.98	471.36	479.27	183.34	166.57
CDCP NC	895.81	379.98	583.62	886.65	1036.18	1056.35
Total	20,645.83	21,068.45	21,126.78	22,460.68	23,502.23	23,988.22
Growth/ Restoration*	422.62*	58.33*	1,333.91*	1041.55	485.99	239.88
Total Funded	21,068.45	21,126.78	22,460.69	23,502.23	23,988.22	24,228.10
unfunded	29.53	0.0	379.46	0.0	0.0	
Total FTES	21,097.98	21,126.78	22,840.15	23,502.23	23,988.22	

FTES Generation 2016-2018

2016-17	Late Su16	F16	W17	Sp17		Early Su17		Annual (actual)
Credit	1,238	9,785	1,777	9,223		742		22,765
NC	146	477	143	457		0		1,223
Total	1,384	10,262	1,920	9,680		742		23,988
2017-18	Late Su17	F17	W18	Sp18 (target)	SP18 (actual)	Early Su18 (target)	Annual (target)	Annual (actual)
Credit	1,278	9,863	1,883	9,512	8,849	1,040	23,565	21,873
NC	139	439	156	421	30	0	1,149	763
Total	1,417	10,302	2,039	9,924	8,879	1,040	24,705	22,636
							477 over G	1353 short B

FTES Generation for 2017-18

- Based on current enrollments we estimate Sp18 will generate ~ 342 fewer FTES than we generated in Sp17
- Divisions are looking to add more late start classes in areas of need
 - Currently have
 - 17 sections starting the week of March 5th - 68.5% Fill
 - 26 sections starting March 19th through April 12th - 66.8% Fill
 - 185 sections starting April 23rd or later - 62.7% Fill
- Summer 2018 schedule is being developed. Based on current enrollment numbers we will need to generate ~700-1000 FTES from early Su18

Enrollment Management Planning

Objectives:

- To create a cost –effective, student-centered schedule that increases completion rates and decreases time to completion
- Track FTES and set multi-year projections that support the completion agenda
- Define enrollment targets
- Link the class schedule to a completion agenda
- Increase student retention and success rates

Need to address:

- AB 705
 - Impact of Multiple Measure Assessment
 - Development of a math & English sequence that allows completion of college-level math & English within one year
- Align course offerings with program maps and recommended course sequence
- Use data to predict course taking patterns to drive the development of the Course Schedule
- Improve District overall productivity numbers

New Funding Formula

- How can we increase funding under the new formula?
 - Grow FTES (Formula rate (FR) 45.2%; 49.6% of the PCC 2018-19 calculation)
 - Important to note that Strong Workforce Program (SWP) funding includes a factor that is based on growth of CTE generated FTES
 - Increase number of students receiving BOG fee waiver (FR 25.07%; 20.29%) and Pell grants (FR 40%; 3.27%)
 - Increase the number of degrees, and certificates awarded (FR 104%; 19.04%)
 - Increase the number of students that earn degrees or certificates, transfer or achieve transfer prepared status in 3 years or less (FR 120.2%; 7.16%)
 - Increase the number of students that earn ADTs (FR 18.35%; 0.58%)

New Funding Formula: FTES

We are:

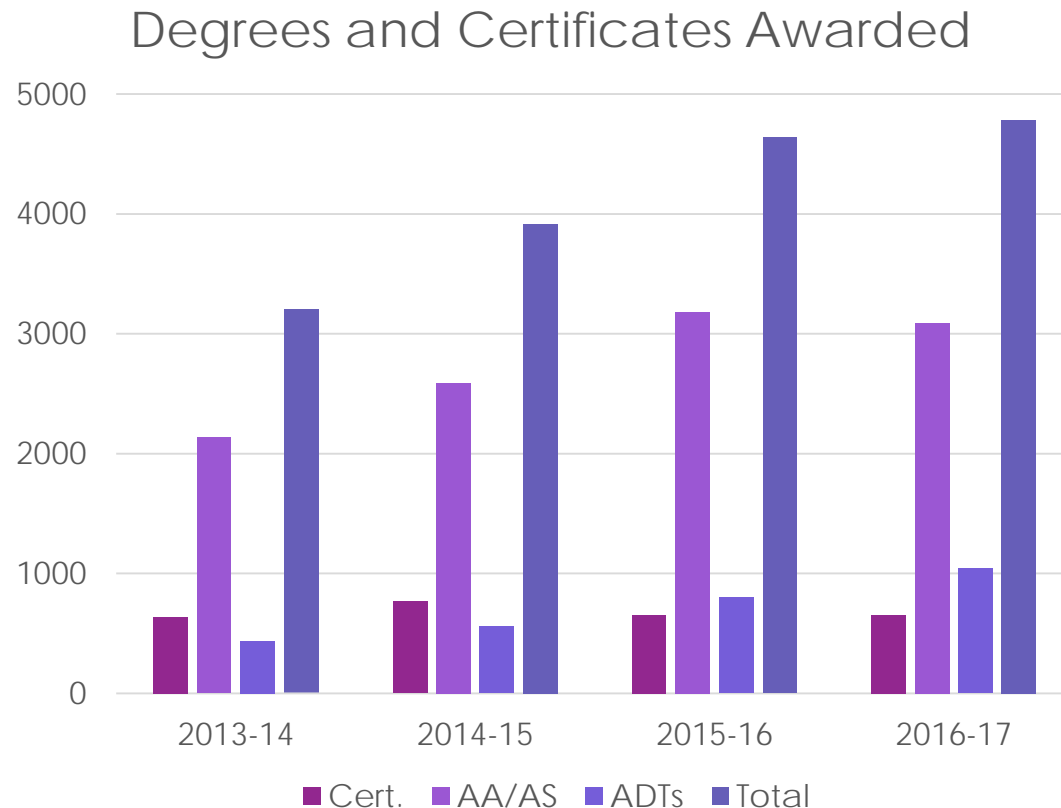
- Addressing efficiency rates
- Using communication campaigns
- Curriculum clean-up
- Creating student-centered schedule of classes

We need to:

- Increase census retention rates
- Reassess class size (NCNs)
- Align FTES targets with college goals
- Offer courses students need when they need them (personal schedules & program sequence)
- Report low unit certificates to Chancellor's Office (changes to Title5)
- Align program offerings with labor market demand

Completion of Degrees and Certificates

History



We need to:

- Develop more degrees and certificates
- Report low unit certificates to Chancellor's Office (changes to Title5)
- Increase completion rates
- Offer stackable certificates that build to certificates and degrees
- Implement program maps for all degrees and certificates
- Align program offerings with labor market demand

New Funding Formula: 3-year completion

We are:

- Using multiple measures for placement (AB 705)
- Revising basic skills curriculum
- Creating and vetting program maps for guided pathways
- Partnering with Student Affairs to offer Early Alert
- Using embedded tutoring (SI)

We need to:

- Finalize English, Math, and ESL curriculum revisions to align with AB 705
- Promote degree & certificate completion before or concurrent with transfer
- Focus on career and completion early and often for all programs
- Implement program maps for all students to decrease time to completion and number of units completed
- Use student ed plans to guide schedule of classes
- Scale Early Alert and tutoring

New Funding Formula: ADTs

We are:

- Offer 22 ADTs
- Increasing the number of awards
 - 2015-16: 800
 - 2016-17: 1040
- Developing and vetting program maps

We need to:

- Offer more ADTs (39 ADT templates exist)
- Promote ADTs
- Increase proportion of students completing ADT
- Address the relationship between ADTs and local AA/AS degrees
- Offer stackable certificates that build to an ADT
- Implement program maps for all ADTs

Student Services

Start Strong

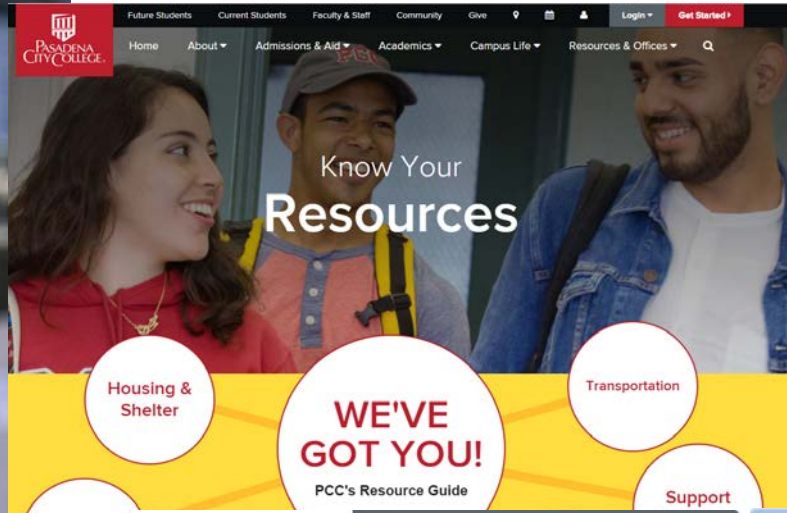
Finish Strong

Dr. Cynthia Olivo
Vice President Student Services

Resilient, Persistent Students with Glorious Stories

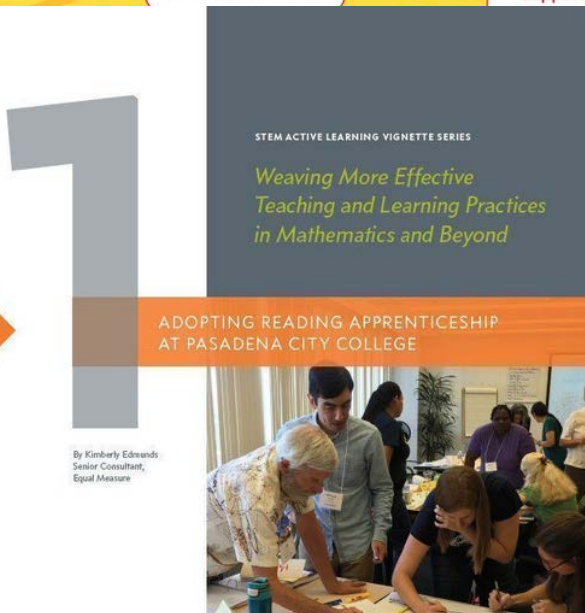


Caring and Connected Faculty, Staff & Managers



PasadenaCityCollege @PCCLancer · Feb 10

RT @MariuszEDU "Thanks to @PCCLancer faculty for your energetic participation in the Problem-Based #GlobalLearning #roleplay activity! @GoGlobalFIU #gloaled #STEM #profdev"



Cultural Competence



**Auditions!
Micro Mania!**

Feb. 20, 6-8pm, Feb. 21 2-4pm in CA-135.

Micro Mania! is a performance essay that explores the concept of microaggressions. Looking for actors of all races, gender identity, sexual identity, age, and ability. This play examines the everyday discrimination that harms individuals over time. **NO PREVIOUS ACTING EXPERIENCE NECESSARY.**

Please prepare a 1-minute monologue, poem, short story, song etc. that relates an experience when you or someone you know experienced an act of everyday discrimination. It is encouraged that your audition material be self-written, but it is fine to perform previously written material as well.

Rehearsal dates and time are M/W from 3:45-5:10 and Friday 12-4. Actors must be available for ALL rehearsal times and must register for Thr 28 CRN 32179. Performance dates are April 8-12.

Further questions? Contact Josh Fleming | jifleming@pasadena.edu | 626.585.7010



Pasadena City College | Jackie Robinson Arts and Humanities Lecture Series
Art as Activism Part Two in partnership with A Noise Within Symposium Series

LORRAINE HANSBERRY
Sighted Eyes/Healing Heart

a conversation & community film screening

Thursday, March 22, 2018
7:00 p.m. - 10:00 p.m.
Westerbeck Recital Hall
Pasadena City College
Center for the Arts
1398 E. Colorado Ave., Pasadena, California

7:30 p.m. - 8:00 p.m.
SPECIAL PRE-SCREENING CONVERSATION

Event free & open to the public.

with **Marina Hansberry** Lorraine Hansberry's Sister and **Charles Reese** BET's Beauty & The Beast

The first in-depth presentation of Lorraine Hansberry's complex life, using her personal papers and archives, including home movies and rare photos, as source material. The film explores the influences that shaped Hansberry's childhood, future art and activism.

admission is complimentary and donations are gratefully accepted
415.984.0200 ext. 2000
CA, March 23, 2018
1848 Automobile Museum Drive

Faculty Representative: Dr. Christopher David West
History Professor & Diversity Initiative Coordinator
Email: cjdwest@pasadena.edu Phone: 626.585.7236
Resident Program Curator: Charles Reese

aNoiseWithin
Arts. Youth. Activism.

PASADENA CITY COLLEGE

Some Benefits of Being an Ally

- You learn more accurate information about the reality of a LGBTQ+ individual.
- You become less likely to stereotype.
- You have the opportunities to learn from, teach, and have an impact on a population with whom you might not otherwise interact.
- You may be a role model for others. Your actions may influence others and help them find the inner resources to speak and act in support of people who identify as LGBTQ+.

...others what you have learned, and have a ...attitudes of your friends or family.

LGBTQ Safe Zones Training 1.0

SAFE ZONES COALITION
FACILITATORS: JEFF HUPP, M.S. & LUIS R. CERVANTES, M.S.
DEC. 15, 2017

Pasadena City College- New Faculty Orientation

More Ahead of Us to Continue our Efforts

- Enrollment
- Career
- Support
- Completion
- Scale efforts
- Student Equity
- Student Success
- PD

Student Priorities

Creating a Sense of Belonging for Students

- Terrell L. Strayhorn defines this as the student's perception of affiliation and identification with the college community
- Strayhorn's *College Students' Sense of Belonging: A Key to Educational Success for All Students*
 - The concept of belonging becomes the key to a person's sense of self and the feeling that his or her efforts are valued, both of which in turn impact student persistence and success in college.
 - Conversely, Strayhorn quotes Robert S. Weiss's observation that "an absence of sense of belonging leads to decreased or diminished interest and engagement in ordinary life activities"
 - students' fundamental needs and motivations (physiological necessities, safety, belonging, esteem, and self-actualization) depend on social spaces and the college environment, which in turn lead to outcomes that can manifest into either positive or negative experiences.
 - Citation: Kim & Irwin <https://muse.jhu.edu/article/522584>

Help Students Finish

❖ UC Transfer Rates 2016-2017

#1 SMC	1194
#2 De Anza	940
#3 Diablo	890
#4 Pasadena	659
#5 Mt. Sac.	398

❖ UC Transfer Rates 2016-2015

#1 SMC.	1,097
#2 Diablo.	831
#3 De Anza	764
# 4 Pasadena	621
# 5 Santa Barbara	561



The Campaign for College Opportunity

ASSOCIATE DEGREE FOR CAMPUS-LEVEL IMPLEMENTATION

Total Associate Degree for Transfer Awards

The following is a ranking of California Community Colleges reflecting the number of Associate Degrees for Transfer awarded per campus in the 2015-16 academic year.

Rank	Community College	# of ADTs Awarded	Rank	Community College	# of ADTs Awarded	Rank	Community College
1	Diablo Valley	824	39	West Valley	341	77	Shasta
2	Moorpark	800	40	Imperial Valley	325	78	Cañada
3	Pasadena City	800	41	Antelope Valley	319	79	Norco
4	Orange Coast	737	42	Los Angeles Pierce	318	80	West
5	Citrus	703	43	College of San Mateo	302	81	Los
6	Fullerton	642	44	El Camino	301	82	Cuy
7	Grossmont	622	45	Reedley	289	83	Col
8	Sierra	619	46	Los Medanos	286	84	Vic
9	Santa Rosa Junior	614	47	Mt. San Jacinto	266	85	Po
10	Southwestern	611	48	San Francisco City	264	86	W
11	Saddleback	600	49	Butte	263	87	M
12	Santa Ana	591	50	Los Angeles Valley	258	88	L
13	San Diego Mesa	587	51	Skyline	243	89	M
14	Fresno City	585	52	MiraCosta	243	90	C
15	Long Beach City	576	53	Chabot Hayward	233	91	
16	Chaffey	556	54	Cabrillo	224	92	
17	Cerritos	546	55	Cosumnes River	219	93	
18	Ventura	537	56	San Diego Miramar	212	94	
19	American River	516	57	Palomar	211	95	
20	College of the Canyons	509	58	San Diego City	209	96	
	Santa Monica	499	59	Ohlone	206	97	
	Golden West	475	60	San Bernardino Valley	198	98	
	Rio Hondo	470	61	Allan Hancock	194	99	
	Cypress	457	62	Evergreen Valley	193	100	
	East Los Angeles	455	63	Mission	188	101	
	Cuesta	442	64	Monterey Peninsula	184	102	
	Mt San Antonio	427	65	Crafton Hills	181	103	
	Bakersfield	422	66	Folsom Lake	178	104	
	Sacramento City	414	67	Oxnard	177	105	
	San Anza	411	68	San Joaquin Delta	174	106	
	San Diego Canyon	398	69	Berkeley City	163	107	

Summary

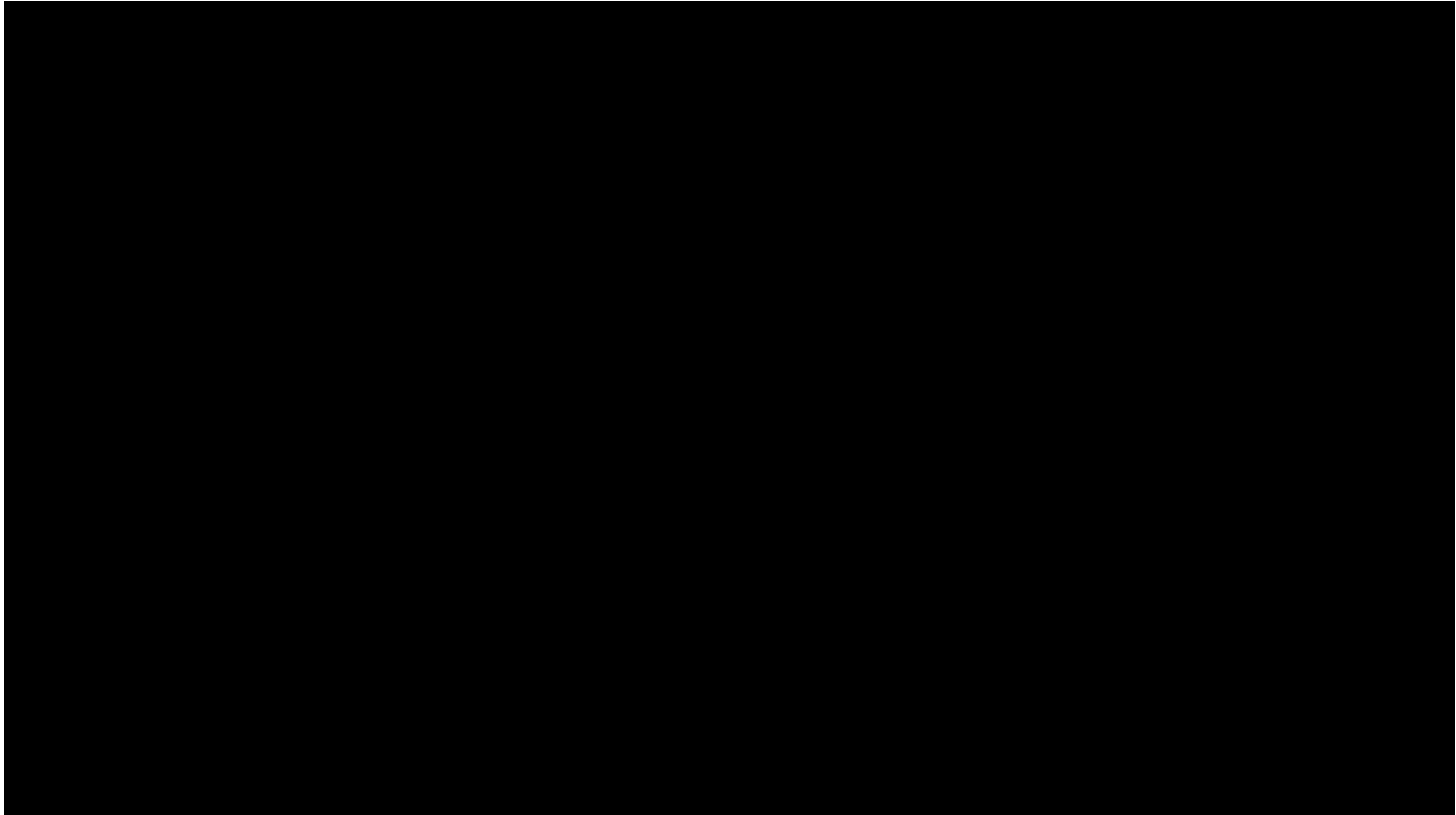
- ✓ Fund the items that will help students start strong and finish strong
- ✓ Items that create a culture of care
- ✓ Items that help us become more culturally competent
- ✓ Items that help us continue to improve our practices
- ✓ We can help more students graduate, earn CTE Certificate, AA/AS, transfer, earn BA/BS and get a job in their field of study



CALIFORNIA COMMUNITY COLLEGES
Doing What **MATTERS**™
FOR JOBS AND THE ECONOMY

A graphic with a black background and a light grey border. On the left is a circular logo with a blue and yellow design. To the right, the text "CALIFORNIA COMMUNITY COLLEGES" is in white, "Doing What **MATTERS**™" is in blue and yellow, and "FOR JOBS AND THE ECONOMY" is in white.

Future Of Our Workforce



STRONG WORKFORCE responds

\$200 million

- **MORE AND BETTER** Career Technical Education to Increase Social Mobility and Fuel Regional Economies with Skilled Workers
- **GROUPED INTO SEVEN AREAS** targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding
- **FOCUSES ON DATA-DRIVEN** outcomes rather than activities
- Emphasis on **INNOVATION AND RISK-TAKING**
- Allows colleges to be **MORE RESPONSIVE** to labor market conditions and student outcomes.
- Solves the **SUPPLY AND DEMAND** skills mismatch
- **ULTIMATE GOAL:** students graduating with the training and skills they will need to find and keep well-paying jobs

HOW DO we reach the goal?

- ✓ “make room” for new courses, programs, and processes
- ✓ retool existing programs
- ✓ suspending programs that no longer serve an industrial or economic need
- ✓ develop entirely new curricula and programs to respond to newly identified industry demands

TOP 10 Sector Priorities

1. Advanced Manufacturing
2. Advanced Transportation & Renewable Energy
3. Agriculture, Water & Environmental Technologies
4. Energy, Construction & Utilities
5. Global Trade & Logistics
6. Health
7. Information & Communication Technologies
8. Life Sciences/Biotech
9. Retail/Hospitality/Tourism
10. Small Business

WHERE'S the money?

Round 1

- 2016-2017
- \$1.44 million local share

Flow of Funds:

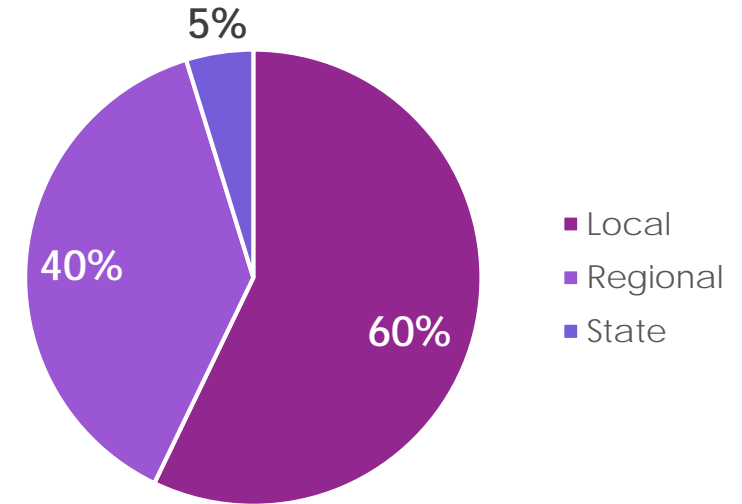
60%
Local Shares
Goes to districts
to invest in CTE at
Colleges

40%
Regional Shares
Invests in CTE at
Colleges upon
coordinated action

5%
Statewide
Activities

Round 2

- 2017 – 2018
- \$1.41 million local share



NEW Funding Formula

- Unemployment Rate **1/3**
- Proportion of CTE FTES **1/3**
- Projected Job Openings **1/6**
- Successful Workforce Outcomes* **1/6 (17%)**

HOW WILL we meet these outcomes?

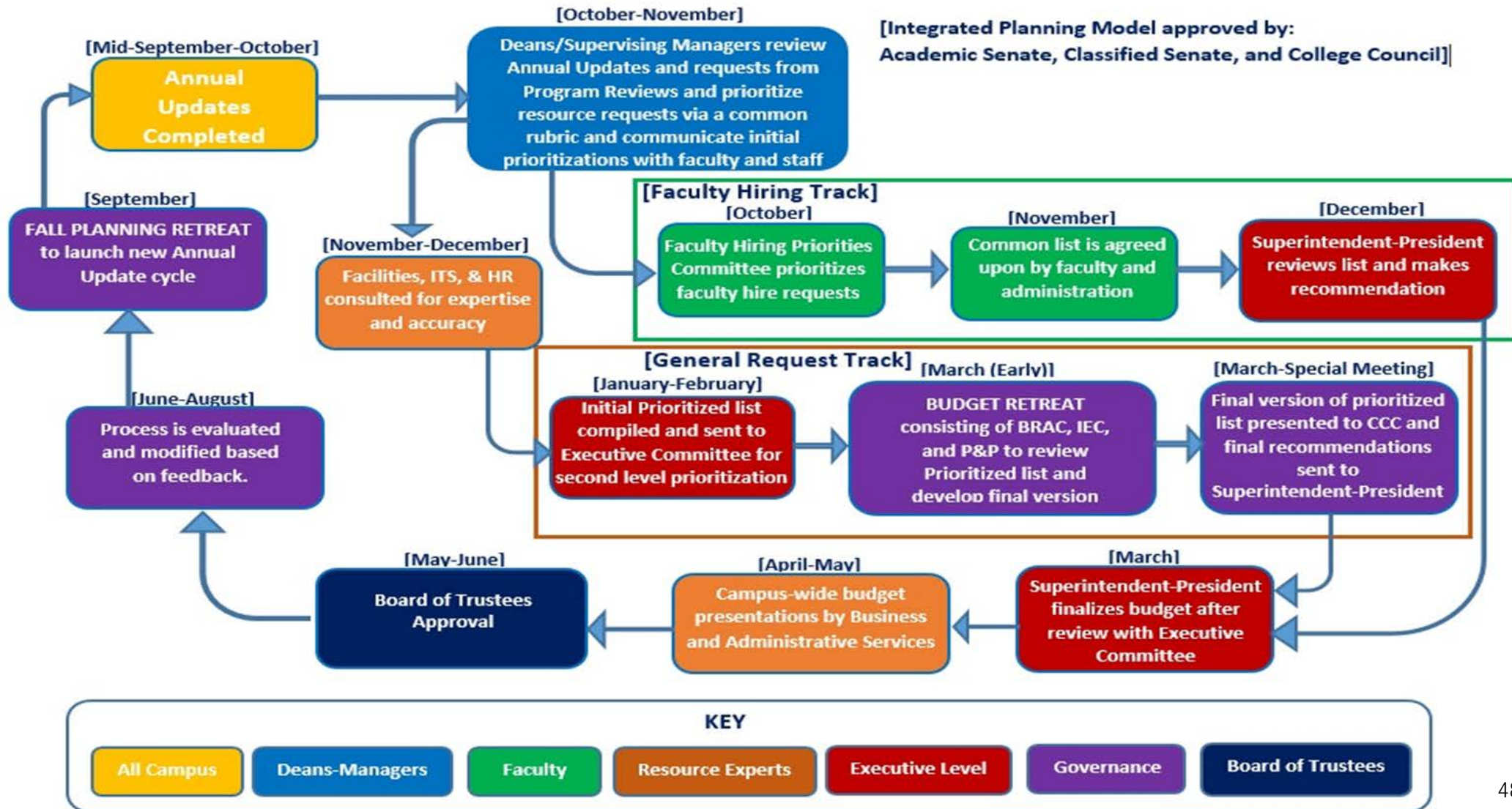
- Working closely with local businesses to identify the skills and knowledge their future employees will need.
- Building a robust work based learning program
- MORE of it!



Annual Update Process

March 2, 2018

Integrated Planning Model



So, what got funded from 2017 Budget Retreat?

- **Top 10 items ranked by Spring 2017 Budget Retreat:**

1. Chem Lab Upgrades (\$2,000)
2. Facilities Personnel (\$16,811)
3. CDC Flooring (\$15,000)
4. Anatomy, Physiology, Microbiology Lab Upgrades (\$6,000)
5. CDC CPR and First Aid Training for 20 staff (\$1,500)
6. Office of Institutional Effectiveness EDD Data annually (\$3,000)
7. DSPS Technician Position (\$87,542)
8. Biology Repair/Upkeep of Lab Equipment (\$10,500)
9. Studio Arts Cross Cut Table (\$1,000)
10. Facilities and Construction Services Positions (\$184,141)

(Total for top 10 Items: \$327,594)

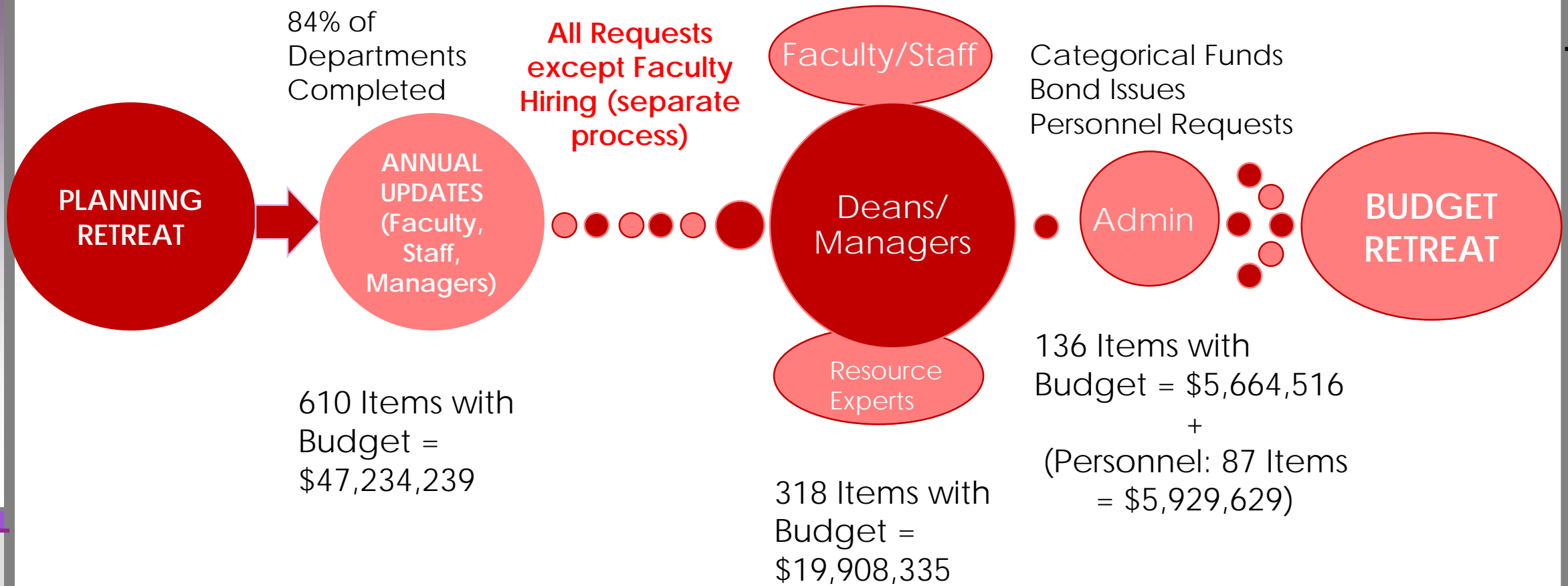
So, what got funded from 2017 Budget Retreat?

- After the top 10, all requests of \$5,000 and under were funded. There were 34 items, totaling \$75,702
- Of the 34 items:
 - 2 were Business and Administrative Services related
 - 4 were Student Services related
 - 29 were Instructional

2017-2018
Annual Update
Resource Requests



HOW THE PRIORITIZED LIST GOT HERE...



Where did the items end up?

- ✓ Faculty Hiring (separate process)
- ✓ Alternative or Designated Funding Sources
 - ❖ SSSP
 - ❖ Student Equity
 - ❖ CTEA
 - ❖ Instructional Equipment
- ✓ Already Funded in current budget
- ✓ Low rubric score/priority/not moved on by executive committee
- ✓ Personnel were separated out for review by Executive committee
- ✓ Facilities requests that are too large to be funded from 01 General funds in next fiscal year
 - ✓ Likely need to be included in a Bond measure

2018-2019
Budget Retreat
Prioritization Process



Prioritization Process

- Please find your team and go to your corresponding Table number – you will find pencils, a pad of paper, a copy of the rubric, and calculator on your table.
- Designate a **Reader**, a **Recorder**, a **Calculator**, and a **Keeper of The Rubric**
- Recorder picks up your first packet at the front from David or Crystal
- Review each item as a group and place a rubric score in the far right column labeled **Retreat Score**
- Recorder turns in just the **completed sheet** marked with Recorder at the top to David or Crystal
- And picks up your next packet and so forth
- There are a total of 4 packets you will need to review
 - Equipment/Supplies, Facilities, Other, Professional Development (not necessarily in this order)

Team Assignments

Team 1

Gary Potts	1
Sonya Valentine	1
Dyan Miller	1
Kiely Lam	1

Team 2

Jeannie Sullivan	2
Jude Socrates	2
Isela Ocegueda	2
Alejandro Chavez	2

Team 3

Cha Mancini	3
Christopher West	3
Michaela Mares Tamayo	3
Joe Futtner	3

Team 4

Peter Dwight	4
Mary-Erin Cook	4
Stephanie Fleming	4
Myriam Altounji	4

Team 5

Gloria Wong	5
Marina Gonzalez	5
Blanca Rodriguez	5
Armando Duran	5

Team 6

Graciela Caringella	6
Krista Goguen	6
Manuel Cerda	6
Jessie Wang	6

Team 7

Felisia Mitchell	7
Daisuke Yamaguchi	7
Natalie Russell	7
Tito	7

Team 8

Cheryl Storms	8
William Foster	8
Rebecca Cobb	8
Sheri Stoddard	8
Melissa Anderson	8

2018 Budget Retreat Rubric

Criterion	Description	Scoring Range	Score
Operational Necessity	The request directly impacts the program or department's ability to function properly.	0-5	
Program/Unit Review	The request is related to recommendations that have come from previous Program/Unit Reviews.	0-1	
Mission Impact	The request has an impact on fulfillment of the College's Mission	0-5	
Innovation and Growth	Requested funding will enhance the program, service, or department and contribute to a higher level of efficiency, student success, or completion.	0-4	
Safety and/or Compliance	The request addresses safety issues, licensing requirements, audits (internal or external), accreditation, or other mandated standards/regulations.	0-5	
	Total Possible Points	20	

Thank you for Participating

<https://pasadena.edu/integrated-planning/index.php>

