



**California State University, Stanislaus
University Budget Advisory Committee**

January 19, 2012 – 2-3:30pm
Lakeside Conference Room

Transcription

[Background noise]

Russ: Okay. If we can let's go ahead and get the meeting called to order. We do have a transcript that wasn't available quite yet but I will send it out. We looked at it and my recommendations is to maybe is if they have a question about the transcript they should take a look at the [inaudible] right and I think we're working on the transcription service but we haven't modified the transcript [inaudible] we'll see what is it but the other question when you review it I would recommend you go to the video and you can verify if the sound quality is there then you'll be able [inaudible]. Okay. Can we have a look at the agenda and the approval of the agenda.

Kelvin: I have a number of questions about this.

Russ: Okay.

[Inaudible]

Kelvin: I'm really struggling to understand why some of the items that are on. [Inaudible] Because I'm not going to approve this agenda with the way it is.

[Inaudible]

Russ: Any other comments about the agenda?

Russ: I can provide a brief summary I think the point about the government budget it is still it has just been presented to the legislator and in fact I did mail to you, e-mail because I really didn't want to bring in copies of that document the government state of the union discussion which is wrapped around those budget submission. We can talk a little bit about them [inaudible] and after that I can certainly do that I'm prepared to tell the committee what I know [inaudible]. So if that would make the committee okay then I'm okay to add that to the list of topics. How does the committee feel about that? Would that be acceptable, would that be acceptable to you? Then I'll make the [inaudible] right now.

Russ: Okay. Any other comments about the agenda? [Inaudible] do you have something I didn't see if you had your hand up or not. Okay. Okay. Any other comments, questions, about the agenda?

Kelvin: I also asked about A and B [inaudible].

Russ: A and B these are follow up items for conversations we've had in the past and the item B is something that I had promised to provide to the committee it was based on information that we've been gathering for some time partly, initially in response to the questions of whether or not we need new classrooms or more classrooms. So the [inaudible] committee aware of what we've been tracking and what we do track in the way of classroom scheduling and availability and I think there are some important issues to consider whether this committee considers them or whether we pass them along to [inaudible] thank you.

Becky: just think when we're looking at the overall budget [inaudible].

Russ: That's why John said the committee [inaudible] Julia Reynoso has done this on behalf of the facilities because this is a physical [inaudible] because there are under analyses that you can find [inaudible] and that information is posted in various spots and I assume that [inaudible] and his staff are working at that all the time to see where classes are scheduled and where the utilization is right or where it's not right and so on in making the adjustment, but this a physical campus classroom utilization perspective.

[Inaudible].

Russ: Item B.

[Inaudible].

Russ: It's called classroom schedule analysis. So with that explanation how many people are in favor of improving the agenda as it's been revised and proposed? So let's go forward with the agenda as we have it and as I promised I will go ahead and make comments about two things. One government budget, government budget was released about a week ago almost a week and a half. And the provisions in there are similar to those that were made in the budget that the legislators passed for our current year 2013, in that many of the things that the state relies on in order to make a budget is its revenue projections and the case of this year's budget and those revenue projections did not materialize they implemented what were called trigger cuts and next year's budget 13, 14, has a similar approach to it, trigger cuts and [inaudible] did I say 13, 14, whatever. Next year's budget has a similar provision in it in that there's a heavy reliance on two tax measures to fill a gap. I did go through this and it hasn't changed in terms of what we've seen as the gap although I think there's some conversation between the government's department of finance and the analyst about how much the gap really is, but as I explained to the committee last time overall number is about 13 billion, 3 billion of that is temporary in nature and can apparently be covered as the department of finance indicates through sources that it has available on a one time basis, leaving in overall gap of about 10 billion. That gap is hoped to be closed by a combination of activities. One, the big one, is tax measure that is scheduled to be on the ballot in November it's a retroactive tax measure for one thing it covers two

elements, one, is income tax changes and, two, sales tax changes. As I said the income tax is a retroactive change so it will be implemented in the current year. The hope there in the government's presentation is that it will cover about 7 billion of the 10 billion shortfall, structural shortfall. [Inaudible] analyst believes it is more like 4.8, 5 so therein lies one of the elements of uncertainty that we have regardless of which number you choose there is still a shortfall of about three billion dollars that shortfall is going to be accomplished through cuts, additional cuts. Some of those are being enumerated others are a source notion of trigger cuts because if the tax measures do not pass or if they partially pass CSU will be given another automatic two hundred million dollar cut in the system. If our formulas hold and they seem to be holding about four million dollars would be our portion of that additional cut. So --

Jim: When would you be notified of that? Is it going to be a situation where it depends on if the taxes are passed in November so we'll be going into next year in the box of not knowing exactly what the cut will be because we don't go know what's going to happen with the tax increase in November.

Russ: If things keep on as they are now that's the way it would be. I think that there's a lot of pressure to try to get some movement and decisions before that so from a standpoint of view for example I think that the indicators the poll indicators are very strong against the passage of these taxes, depends on which poll you look for. We as a system will not benefit from the taxes directly we will only benefit from the failure of the [inaudible]. So I mean we would only be hurt if they don't pass. We're not going to get any money on a result that they don't pass. But that's just the way it would work and the way they would do it because they're trigger cuts would be like this year. This year the trigger cuts were exercised in January. So I knew after my first meeting in January that we were going -- that the trigger cuts -- we were in tier one so I was pretty assured that we would be a victim of that. We're in tier one again next year so that means -- you can tell the day after the election if they don't pass then the trigger cuts are going to be [inaudible] that would be our indicator so we might know in November that something happens I think my advice to this committee and will continue to be and continue to be my advice to CSU campus offices is we plan for the worst and hope for the best. I mean we have to be ready because half year cut is like double. So I really don't want to face the specter of trying to cut four million dollars in six months that would be very challenging. So I think we need to try and numerate the way we would take the cuts be prepared and then get in the process of implementing what we can early in the year and then hopefully during the year we will know for sure. We can always back off, we have done that in the past. We plan for the worst and then actually when the news looks better than we hoped for we were just able to back away from the planned action. So that's kind of where I'm hoping this committee will focus its attention to try and get plans in place. So that if we have to then we can.

Jim: Russ, is there any discussion in the chancellor's office about contingency plans maybe even about a contingency fee increase based on

whether or not the election is successful in November. In other words, anything along those lines so that we can, you know, we've been put in a very bad position where we're facing -- our budget is dependent on the election in November which is highly problematic so we're in a very unstable situation. Any talk about contingency that the CSU would enact to try to get out of the box?

Russ: I think there's talk. But I don't know -- we can look at the government proposal I'd be happy to electronically send that to you I did bring you this [inaudible] section [inaudible] which includes the CSU. So but let me just say that the more troubling provision of the government budget is not to cut next year the more troubling provision is a change in the funding mechanism between the state and the CSU. There is a -- this is the part that I am most strenuously objected to in the chancellor's office, there is a provision that says going forward the CSU would be augmented on a general fund base by 4 percent each year but it would not be allowed to change fees, change [inaudible]. It would be prohibited from changing [inaudible]. There are other comments in that budget line which talk to performance indicators but there is no indication of what those performance indicators might be. So you can very quickly see that and it doesn't preclude them from doing cuts in other ways.

Jim: Aren't they planning on making us pay more for CalPERS and picking up some cost that the state pay for CalPERS.

Russ: That's part of the budget plan regardless right.

Jim: Bounds and all that sort of thing.

Russ: That's part of the budget.

Jim: So putting some more costs on us.

Russ: Building capital project interest and debt service as well as some of the [inaudible] liabilities which have been always part of the budget but a different line and because we're a state agency in the state agency line the notion is to try and get [inaudible] the agencies themselves that would be very difficult for us because many of these are more uncontrollable costs, we don't determine the interest market that we're in or debt service for example, it fluctuates pretty widely. We don't also control when interest rates go up or when difficulties occur in the market or pay outs increase dramatically, we don't have any control over that so we are a victim of whatever the costs are as a result of that. So there are some very, very unnerving provisions in the budget but what I'm talking about is going forward and going forward piece is the most challenging for the CSU because it really does put us in a box where we cannot raise tuition and our increases are limited at best it doesn't preclude any cuts but it does put a provision for a 4 percent increase. That's the one that is the most troubling. So there are no provisions for fee increase in fact I am fearing that the trustees that have been most recently appointed are not likely to approve a fee increase. Now that raises a specter of some, you know, there are only three degrees of freedom here we keep talking about, one, is the tuition which we have

been exercising, one is the state support and the third is our enrollment. So if we get pushed hard enough the only option available to the chancellor is to do enrollment reductions, dramatic enrollment reductions, I shouldn't say the only there are others but [inaudible] I don't think those are on the table at least not now. So if that happens we'll go through what we did last year. This committee is probably well aware of it and I know she's well aware of it the tears are still glistening on her cheeks that in two months last year we had two enrollment targets right, Lisa?

Lisa Bernardo: Right.

Russ: And I think it was at least four that I am aware of.

Lisa: Four.

Russ: And, you know, it's like recognition part of enrollment target setting is political that is between the CSU and the department of finance and then part of it is in fact trying financial so it's a very difficult place to be. In one case the department of finance comes back and says okay we'll fund you this but you have to raise your enrollments by X percent and then everybody scrambles around trying to get enrollments. That's the place we were last year, two years ago we were trying to cut enrollments dramatically because they were telling us we would get penalized if you don't get your enrollments down to new targets. So it's a very challenging game that's played but that's one of the few levers that this issue has with regard to responding to where funding is cut, there are no opportunities to raise revenues through tuition or fees, and the pressure is on from the outside world that is the number of students [inaudible] school. We just have to take that balance point and I think the chances are use enrollment as one of the key tools to do the balancing. When you go out of balance as a system we're out of balance and I don't have all the access to all the detailed numbers but it doesn't take too much study to figure out that we have more students today than we had 10 years ago. We have less money today than we had 10 years ago. And so everybody's really trying to make do. And part of it is the pressure is to keep these students in school, part of it is wanting to fulfill our mission and the other is hoping which is where we were last year. We took students on the hope that the state would increase our budget this time of year, they of course did not do that. So whether or not [inaudible]. So that's where we are with the budget, there's no provision for contingency and we'll talk a little bit about how we're going to get campus this year we did some work last year [inaudible] recommendations which we exercised and we did come up with a little bit of a reserve so we can apply that this year and then this year we do have a fee increase in place so the combination of the two we're hoping, will get us through. The president is going down to Long Beach next year the executive council there will be some final discussions at that point and then he's going to come back and speak for the campus and I'm hoping at that point, you know, we'll have some reasonable news for next year. But we can't go into next year without thinking about January, because January triggers are likely. So [inaudible] is that a reasonable summary?

Kelvin: Is that the mid-year cut?

Russ: What I just said [inaudible] one year cut.

Russ: No, he's going done to make sure that all the things we've been told this far will materialize for fall I think that we are intending and we are expecting to have a fee increase in place in the beginning of the next school year in the fall of 2012. So our hope is if that stays in place and that we aren't going to get any additional cuts then I'm hoping that we can at least get through the first half of the year without any major disruptions. But he'll confirm that to the campus next week.

So we're using reserve on reserve?

Russ: We're using it up, yeah.

>> For this year?

Russ: We're using it up [inaudible]. We've been very frugal and very careful on the campus we have not worked on some things that we really probably should have done but we decided to hold on to the money. I gave up, as you know, I gave up all the money that was allocated to the campus in the prior year and this year as part of our reduction plan.

[Inaudible].

Russ: The years are starting to run together for me but we did have an augmentation a couple years ago, we got it in November and I did not allocate because I gave it back in January as part of our budget reduction for the year we're in, the year we just competed. Am I talking about the right years? Michelle, keep me honest on this.

Michelle: 2.5 million.

Russ: 2.5 million last year's base cut was 2.5 million we gave that back and in the early part of 2011.

Jim: So the plan at this point is to get through this year with reserves and the schedule fee increase should be able to handle the baseline cut that will effect next year.

Russ: If there's no trigger.

Jim: If there's no additional trigger cuts.

Russ: Right.

Jim: The one hundred million trigger would get handled we think at this point unless things change which they could easily do.

Russ: Yes, that's why I'm saying he'll go next week to the executive council and when we he comes back hopefully he'll be able to confirm that we he's going to talk to [inaudible] on the budget and finances early next week.

Jim: I think next Thursday.

Russ: Next Thursday. He's back Thursday so hopefully that information will be positive. Does that provide you with a reasonable update? Any other questions? Any questions about that?

Mark: [Inaudible] how much.

Russ: Two million fifty-four thousand is our scheduled cut I'm hoping that he'll confirm that, confirm especially what the fee increase is going to be.

Jim: So we have formally been notified that its --

Russ: No, we haven't. That's what I'm saying our cut as it stands today is two million fifty-four thousand [inaudible].

Mark: And how much of that is covered by [inaudible].

Russ: We have to cover it all by either the combination of reserves or what we did in the way of actions last year to bring our number down we were only down to the dollar and sometimes it goes a little further and we had some left over [inaudible] part of our reserve so we'll take care of the temporary portion of that this year since it's a midyear cut. We'll take care of that temporary with temporary funds and I'm hoping the fee increase will take care of the permanent part of it. And so the president will be in a position confirm that.

Becky: That two million was a base cut, right?

Russ: The two million was a base cut, absolutely. A base cut.

Jim: So we took some additional base cuts last year to prepare for this and we had some reserves in addition to that is that?

Russ: That's correct.

Jim: Is that the general overview.

Russ: Right. And I'll use those up this year to carry us for the first six months for the first half of the year.

Jim: Right. And the additional whatever additional base cuts we took last year of course we can apply permanently next year as well, right?

Russ: o, they were done, they were done. Those base cuts that I took care of last year those were for enactment on July 1st, so they were already accounted for and done. The two million is the temporary money that I have [inaudible] that's going to cover us the second half of this year and then the fee increase should kick in and provide additional revenue that will counteract with the 2.54 million, two million fifty-four thousand [inaudible]. Is that clear for everybody?

Generally: Uh-huh.

Russ: Yes.

Becky: Starting July 1st of this year?

Russ: Yes.

Becky: Our text cut does it sound like if everything goes well with the tax that we'll have enough fund [inaudible].

Russ: That is the proposal now. [All talking at once]

Russ: These are trigger cuts. Let me just explain it a little bit because government budget is based upon several things one is an assumption about revenues. One of those assumptions on revenue is tax measures the other part of the revenue assumptions is actual receipts and the big deal is whether or not those receipt estimates are accurate or conservative or too generous.

Jim: In the past they have been too generous.

Russ: Yes, they have. We've always -- right now there's a discussion between the controller and the government about what the deficit really is because receipts fell off in December pretty dramatically now whether they'll come back I don't know. The point is, that's the bigger driver there is no way to say and I'm not in the position to say let's say the taxes pass but the revenues fall off for whatever reason higher unemployment, you know, part of this year's budget action was to eliminate jobs so that lowers the tax revenue and so I think that -- I mean lowers the tax base on the revenue. So we could wind up with the taxes passing and still get cuts because the revenue shortfall is too big.

Becky: [Inaudible question] What steps is the chancellor's office taking to trying to protect the campuses? It sounds like if we have to take on the CalPERS responsibilities that this will happen on July 1st.

Russ: No, no, it would happen --

Becky: [Inaudible]

Russ: No, let me be clear. What the chancellor's office is doing and they're actually working very hard in the department of finance to prevent that from happening. The number of people working on that is pretty substantial. They're looking for help from local legislators and local community pressure to say look, you know, that would be a really terrible thing and it would weaken the university very much. Because if you had to take those costs out of your operating than clearly operating is going to suffer and the whole challenge to that is it's going to fluctuate every year so we won't know what that impact is going to be on a year by year bases. So they're not sitting by, believe me, they're pitting and fighting to get the legislator to not take that portion of

the government budget and not -- so there's a lot of water between here and July. July it gets rough. So does that answer everyone's question?

Mark: [Inaudible question] The way we're handling the \$2M - we're told that the chancellor's office will give us direction [inaudible]

Russ: No, no.

Mark: Yes, I have it in my notes [Inaudible].

Russ: Well he's given us direction to cover it.

Mark: Okay [inaudible].

Russ: That's the direction.

Jim: I think what he is referring to is there some instructions to use reserves and that's sort of thing, Russ?

Russ: Yeah they did an assignment and I don't mean to be -- but the level of research and adjustment is that we were told the way the cuts were coming down that maybe they would cover some in the chancellor's office and we were told, no, that isn't going to be the case you have to cover them all, but they don't come in and tell us fund by fund or how -- they strategically they recommend we use any and all reserves first to try to bring [inaudible] strategies we have [inaudible] prior years we did that have that.

Jim: And we're supposed to keep a reserve so they were kind of opening the door to us using our reserves.

Russ: Exactly. We were suppose to keep and maintain a reserve to keep our goals moving and our cash flow and stuff but we're going to take that down pretty close. So I'm hoping we don't have any other glitches in the system but the instructions for them are either they're going to help and here's how they're going to help or they're not going to help and you have to figure out how to take it and the recommendation is if we have reserves use it.

Mark: This is the second time that I think I've gotten the wrong drift on how much latitude we have [inaudible] because recommendations the type proceeding recommendations [inaudible] there was a strong message that they were going to send us down to the chancellor's office [inaudible] and then when I asked about -- I followed up on that well now they just calculated to see if the actual cut equals the right amount and then I had asked in previous meetings about because one thing in my notes actually was we might be getting a letter from the chancellor's office and I asked more than once if the information would be shared and they said yes we might get a letter [inaudible] and give us direction on how we're going to make these cuts and the way that that was stated it seemed that we didn't have that much latitude here on campus as to how to address the cuts but now the message is well now they just say handle it so what I'm trying to get at is it now sounds that in the two times that this has come up for me it sounds like we have substantial [inaudible]

chancellor's office isn't actually sending us a letter saying do this, this, and this to cover your budget cut.

Russ: Let me clarify it for you.

Yeah.

Russ: In terms of the way we have to cover the cost they will tell us that this is the amount that we have to reduce. Then last year, if you recall, last year as a result of [inaudible] recommendations and others the campus initiated several actions those actions to meet those cuts required submission to [inaudible] the chancellor's office for review because they were all kind of implications with collective bargaining and everything else. So in the case that I'm talking about now where I'm going to simply do a fund transfer a transfer out of reserves there won't be or there are likely to be any personnel actions so that will not require a specific follow-up on the part of the chancellor that's why I said that. If we were to take, let's say we were to take a two million dollar cut now and I had to scurry around and I had to go to all of the departments and we had to come back with proposals for reducing out of operating two million dollars there is no question in my mind that would start to impact people. And when it starts to impact people we would have to put plans together we would have to share those with the chancellor's office they would do what they did last time which is a tremendous amount of messaging that information, working with us, working with various departments, looking at impact on various people even before the collected bargaining agent and unions got involved [inaudible] we would already be doing that we did that this last year. That's a different ball game from what I'm talking about right now, we've just going to cover on the cash reserve that we have and that we've been holding so there's no personnel action. Whenever we do an action that involves impacting our collective bargaining arrangements the amount of over site that we would have to go through with the chancellor's office is quite substantial. So there's maybe where the difference is in your perception if there's no personnel actions they don't typically get in the middle. If there's anything that [inaudible] whether it's a CFA [inaudible] or one of the other bargaining units there's substantial difference in what we have to do [inaudible]. Yes.

Mark: If I could follow up, I just wanted to follow up and say it sounds like the information that I was given from the last time I tried to follow up on the over site of the chancellor's office the answer I got then was incorrect.

Russ: I don't know if it was incorrect I was trying to clarify.

Mark: [Inaudible] okay but incorrect but the answer I got was [inaudible] but now that the information is what they actually did was [inaudible] different things.

If we take an action just for example.

Mehran: I'm sorry to interrupt. I know we're caught up on the fact that the information whether it comes from the chancellor whether the

chancellor's going to help us or not or -- I think the one realization we have to come to is we're going to have to make cuts.

>> Yes.

Mark: That's not what I'm caught up on but what I'm caught up on is I'm trying to get specific information on how much latitude we have on this campus when we make these decisions and I don't think I've gotten that information so I'm just trying to clarify. If you don't think that's important that's okay, but at least understand the point I'm trying to get at.

Mehran: I'm not arguing any point I'm just saying that I'm not trying to get into an argument about anything I'm just saying we have one understanding and that is that cuts are inevitable and they're happening. I don't the realization for me is that I'm a student and I'm not worried about whether or not the chancellor is giving us latitude or not we should come up with a plan on what we're doing. If the chancellor is not giving us any latitude our plan is that the chancellor makes the decisions on what's being cut. That's pretty much, that's the plan at that point.

Mark: I don't want to be told that we are doing something that the chancellor is really scrutinizing our plans and that it's out of our hands and then be told the following year, well no the chancellor is just adding up the numbers.

Mehran: I think -- I think if we could understand the sentiments of the chancellor we would be in a much better position in every CSU campus but we don't -- he, that's another issue in itself.

Mark: I think we were talking about two different things.

Mehran: The chancellor's office however you want to come about it whatever information is not being shared with our campus we -- I don't have the power as student body president to go to the chancellor and say [inaudible] I could go and tell him that but he can brush it off just like every other question I've asked [inaudible].

Mark: That's not an issue.

Mehran: I'm just saying I'm getting at the point where I've come to these meetings for a year now, we've submitted recommendations to the president, recommendations which as a student I can say I have not supported because they were lacking to say the least in my opinion, and now that we're coming to another stage of very serious cuts we've been meeting for a semester now and we have yet to discuss what cuts we're willing to make. And that's the discussion I want to have so I can go back to my students and say prepare for this and not have to preach all this political stuff just to keep them happy to appease them. I'm not worried about anything else besides what we are going to have to cut and what we're going to have to tell students we have to cut. I don't care if the chancellor, what the chancellor's doing I could care less if he is sitting around right now I want to know what CSU Stanislaus, how much

we're going to have to cut and where it's coming from. Which majors are going to be effected which student services are going to be affected because the second I tell students two days before it happens that's when they get pissed off. When I tell them two days before they lose career services, hey you're losing career services, when I tell them two days before a staffer in their department is being taken away, that they find out that way. And there's only so much I can take of just back and forth. I've been dealing with it for five years, I've got another semester and probably grad school so I guess I've got to deal with it for another two. But I really -- I'm demanding efficiency and I'm demanding it now and --

Mark: I would like -- the point I'm trying to get at is I think you need to know with some clarity you were told what the expected over site of the chancellor is that it needs to be accurate that it needs to be explicit because I don't think that I've been given an accurate understanding the last two times that I've asked it.

Russ: Thank you. Yes [inaudible].

Julia: [Inaudible]

Russ: Could change.

Julia: How much direction the chancellor is going to give us [inaudible].

[Inaudible]

Russ: That is one of the issues. Last year as we said we had four changes in two mouths so. Okay. I think points well taken. Question.

Kim: [Inaudible]

Russ: No, this is not summer this is reserves from operations. There are restrictions on what we can do [inaudible].

Jim: Okay. Are we going to our next agenda?

Russ: Let's do that.

All right. We agreed to provide information about enrollment targets and that is [inaudible] this is there's a certain page for this, um, shoot, I think there's a second page which has the total.

[All talking at once]

>> No, that's CNS. [All talking at once]

>> Right here.

>> I know but that's at the top. Okay. All is good. Sorry. So basically this is the overall university performance on [inaudible] the top box is the university the target is indicated census is the actual amount and this is over the last what 1, 2, let's see, 1, 2, 3, 4, 5, and including

this year, right now we are the 7076 is the target plus 3 percent or plus 5 percent?

>> 5.

>> 5 is that --

>> Our official target was 5 your target was 3.

>> My target was 3.

>> Okay. Which is all right.[All talking at once]

>> So the 7076 is the upward bound, right? That is the plus 3 percent.

>> No, that's next that includes 3 percent.

>> That's what I mean. Includes the 3. So we're over that right now at 7,199. The 107 percent overage is based on the actual target which was 6715.

>> Our target is 6715 when we operated off a little higher target.

>> And so the 107 percent is based on 6715 you think?

>> It's based on 7076.

>> It's based on this number right here, 7076.

>> Oh, okay: So we're up 7 percent, 7,199 is 7 percent more than 7076, is that right?

>> Yes, but it includes non revenues and our FTES allocation and our target is only for residences only so we're about 5 percent of the target.

>> Yeah, that's the way I do it.

>> Did that number the number over did that lessen after fees were due and fees were due on the 10th of January how many students were disenrolled.

>> 170 students were disenrolled due to [inaudible] fees.

>> [Inaudible].

>> Yeah, that is the target as of yesterday morning and all of those students have been disenrolled. What it does not include is the students that were academically disqualified tomorrow numbers will probably show that we just finished that up late yesterday afternoon.

>> How many students were academically disqualified can you tell?

>> I want to say close to over 200 I don't know because some remain on probation so I don't have the exact.

>> So how do we, how we do we [inaudible].

>> We're not planning on adding classes for spring it's possible to consider some serious [inaudible] courses but not we still -- how many we still have quite a few open seats.

[Inaudible]

>> Well, we know how many are open as well. We know how many are open right now we've been taking a look Marge has been looking at the gen ed quite a bit lately and Marge how many gen ed seats do you have open right now?

>> 572 open gen ed seats and tomorrow, Lisa, you're going to roll the wait list tomorrow.

>> Yeah, tomorrow we're going to roll the wait list.

>> Which the wait list will be automatically enrolled into the open seats of the schedule.

>> Would it be possible to get a list of those general ed classes?

>> Yes.

>> Because that way we could put [inaudible].

[All talking at once]

>> There was a link on the e-mail that Lisa sent out yesterday [inaudible].

>> And what do we think for upper division maybe another 300 seats or so in upper division or are we not sure. Marge, do you have thoughts on that?

[Inaudible]

>> What portion of the schedule is GE, do you know, percentage wise, do you, Lisa?

>> I don't know some overlap.

>> Well what we'll do when we roll the wait list we'll take a look at the schedule and the wait list will remain we'll simply reduce them by enrolling them into the open seats and then we'll take a look at the schedule and, you know, do an assessment of where we are in terms of courses and open seats and so forth. You know, budget wise we're not in a good place to be opening additional sections. On the other hand, we have what about 90 low enrolled sections right now? So some of which may be attractive to students others may not be but going forward I think we've

got to try and match the schedule more effectively to where student demand is given our budgetary straightts.

>> [Inaudible].

>> We already covered that [inaudible] 30 sections and we just [inaudible].

>> 33 credit sections about 91 credits we reduced them.

[Inaudible]

>> Are late enrolling?

>> Well, no, they just don't have that many students in.

>> It's possible to cancel the additional [inaudible] courses, yes, that's possible.

>> Are we going to get a penalty for being over our budget? If so how much will we be paying [inaudible].

>> [Inaudible] the honest answer is I don't know if we will. We're over we know we're over we've been threatened, but I for one want to make the president and I will [inaudible] go and make a pitch if we're close if we aren't radically over, you know, I think we've been able to talk him out of additional drastic action because we are always facing drastic action I can tell you that we have been penalized before.

[Inaudible]

>> Now, Russ, isn't the penalty that we collected the fees and now they want us to give the fees back and the grub is how it's calculated to be open to debate.

>> That's always the case but my point is that we will make a very strung pitch if we're close. If we're close. This is a very unusual year for us as a campus because this is the first year we really haven't had to push hard to make a target we're actually getting pressure the other way this is a new unique change for us. So I'm trying to use that and I will use that as one of my arguments for saying we really did what we could to hang in for the target.

>> [Inaudible].

>> No, we didn't find out the last [inaudible] about our target until November and that was after both the president and I talked to folks down there.

>> Well haven't we had some success.

>> We've had some, we've had some. That they were originally going to penalize us but they didn't but they didn't correct our target that's the issue for us.

>> In other words, they didn't revise the target upwards.

>> No, that's correct. That's what we are operating on that's why we have the confusion [inaudible] our formal target today this moment is 6715. And we thought we could move it to 6886 or 6889 [inaudible] so and that makes a difference when you're at 7076 whether you're 5 percent over or 3 percent over and that's why we've using those numbers kind of interchangeably and I apologize it's not straightforward and we're still pushing to try and get that number [inaudible].

>> [Inaudible].

>> Oh, yeah, I will be dancing in the streets here.

[Inaudible]

>> All right. So this shows, you know, how the various [inaudible] have done relative to your budgets I think the percentages in the right-hand side column are a percentage of the totals am I correct.

>> Yes.

>> All right. Of the total what percentage each college is of the total FTS achieved or target not how they've done relative to their own target that you have to calculate, you have to calculate the percentages separately so, you know, the data speaks for itself. So we do have targets for colleges and we ask colleges to have targets for departments so that, you know, we specified enrollment goals for all and so that's that. The other thing we were asked --

>> [Inaudible].

>> Sure.

[Inaudible]

>> Is that right, Lisa.

>> Yes, it's very close, yes.

[Inaudible]

>> What we've looked at is the growth of FTES. Well, we've looked at several things the growth of FTES from the first day of class to the fifth day from the week before class through the first day of class we're trying to look to see what history tells us about the patterns of students and how they register because we've always had many open seats the question is how many are they going to fill and what is their pattern of registration graduate students tend to register very late so we know that in the first week of school we typically have 20 percent of our graduate students registering late, for example. So that's what we've looked at, what history tells us based on registration patterns so I've not looked at the number of open seats because that's fluctuating. Right

now we have 500 odd seats open but we're going to roll wait list which is going to close the gap a little bit we're going to disenroll students due to DQ or academic standing and financial aid is also going to take back some students [inaudible] so that's going to open up more seats. So the best thing for me to look at is the patterns of registration and how much we expect to grow. So that's what I'm looking at.

>> And, you know, past history is not as helpful because our yield grids are much better and the environment is different MJC and the other community colleges don't have any seats the economy is remaining difficult so, you know, we're in a much stronger position relative to being attractive to students so I think we'll have a better handle when we roll the wait list in and we'll see where we're at I mean we do expect to be over and, you know, we'll manage it as best we possibly can and balance students needs with budgetary constraints and keep the chancellor's office in the loop so that they know what we're facing so that they don't have any surprises. But, you know, it's a difficult, challenging situation in that we didn't know that yields would be as good as they were and obviously in the past we've have had some difficulties growing as much as we might have liked to and growth in CSU is a way to increase your budget so when the situation is more normal. So the situation wasn't as normal this year as it has been in the past.

>> So the best case scenario is we beat our target [inaudible] in our budget, correct? In our reasonable budget. We have a budget based on in terms of student fees based on a hundred percent of [inaudible] and then we would have some extra revenues in terms of that [inaudible] worst case scenario is we get penalized to 5 percent and we give back those fees.

[All talking at once]

>> So what do we have to give back -- is it a penalty or do we just give back the fees that we collected over the upward bound.

[Inaudible]

>> So more than the amount over the upward bound or --

>> [Inaudible].

>> So we would pay a true penalty it's not just giving the money back but it's paying an additional penalty.

[Inaudible]

>> Let me just clarify it's above three however on your form it includes all students nonresidents included so nonresidents on this campus for this past year has been 2 percent so when you're looking at the spreadsheet 5 percent includes the nonresidents so when you take away the 2 obviously [inaudible] you have to.

[All talking at once] [Inaudible]

>> The other thing that we wanted to talk about was super seniors and we provided a handout on super seniors those are people that have credits beyond what they need to graduate and let me -- if you look at this handout the top line total number of students in each category 129 credits we have 297 students in that category, is that -- have I got this right, Marge.

>> Uh-huh.

>> And so you can look at all the different categories across the top and see a total of 775 there are -- now if you go then you see other applied to graduate and so on and so forth. If you look at the bottom total number of students who come in with above 70 units there's 202 now those folks, those folks would presumably have the problem before they got here, right. And it was nothing that we did or didn't do that contributed to quote on quote the problem which is that they had too many more credits they're taking more credits than they need therefore they're taking up seats that other students could have and we could have a better pass through a better flow on our graduation. So we are working on this and we are working to advise students more effectively so that we can pass them through. I did kind of a very rough analysis as to, you know, if everything -- and I don't know if my analysis is probably could use some additional sophistication but what I was trying to figure out is what's the opportunity here for improvement and if you took 775 and you subtracted the number of students the 202 and assumed that we can't improve on those I came up with about 149 -- let's see FTS of about somewhere 120 FTS would be an opportunity for improvement would be the lower bound and then I assumed that the upward bound of improvement would be 240. So I think that there's some opportunity for improving the flow and opening more seats by better managing super seniors and reducing the super senior -- the number of super seniors but, you know, I don't think it's an overwhelming number but I think it's probably somewhere in that category and we would probably have to take into consideration the number of students who are planning to graduate and so forth and if we did, the reason that I had a lower bound on this is that if we do make significant improvement on super seniors there would be presumably fewer super seniors in the future the next semester so for example to have an opportunity for improvement. So any ways long story short I would say somewhere between 120 and 140 analyzed and a 240 analyzed FTS we could improve if we made significant improvements in the number of super seniors.

[Inaudible]

>> And let me -- I'm glad you brought that up because when I did my rough analysis and we'll continue to work on this and keep you informed. I only considered the categories from 140 to 180, I didn't consider the categories 120 to 139 thinking that the real problem doesn't start to develop until 140. And so basically we're working on this and I just wanted to get a feel for how much if we fixed it all how much FTS would we open up for other students and my rough guess at this point is somewhere between 120 and 240 FTS analyzed, you know, which as our goal is expressed and analyzed amount. So compared to our goal of 7076 so, you know, we should do it because it's the right thing to do to help students

get through but I don't think this is going to solve -- this is just one of many things we can do to manage this situation.

>> And I think Marge kind of mentioned what they were doing with the super seniors.

>> I have a summery on the third sheet on there.

>> Yeah, it was just kind of letting them know and I as I mentioned every time we talk about super seniors, this has to be handled very delicately in my opinion because there are so many different circumstances. I'm by definition a super senior only because [inaudible] and I'm in that category but I think that there are very different circumstances and at [inaudible] Marge kind of highlighted when they were calling I don't remember at what level you were making phone calls. [All talking at once] I didn't get the phone call, but I think that this has to be handled very delicately just due to the fact that there are so many different circumstances. And I believe in the past that advising is one of the key things and I'm happy to see that advising -- what business, what business is doing now for advising with those 30, 60, 90 and on the polisci side[phonetic] I've always had an advisor so I think that's the major threshold in getting students in and out of colleges is having them build that relationship with that faculty member in their department. And I think the bigger question is what needs to be addressed is the undecided super seniors who haven't declared a major yet. And I think that's very, big.

[Inaudible]

>> Okay. The other thing we were asked to talk about was mandatory advising and we provided a handout on mandatory advising. We are also reviewing our advising policy and we're going to review our advising practices that involve all the relevant stakeholders in getting involved with that so that, you know, we make sure that advising is functioning as effectively as it possibly can in these circumstances. Marge, did you want to add anything to advising?

>> Not unless there's questions.

[Inaudible]

>> We're working on getting that up to speed we just met about that yesterday in the [inaudible] counsel and making sure -- we need to enter some additional data so that should be up to speed. Lisa, you would briefly update us on what the plans for the degree are?

>> [Inaudible] very positive feedback from most of the departments because it's right at your finger tips. We are [inaudible] students we are going to figure out a way to market it and roll it out to students so we'll be asking for a couple of reps so they can help us figure out the best way to introduce this to students. This past summer we rolled it out to faculty and department staff it gave everyone access we had several training sessions so that we could begin to use it from a faculty and academic advising [inaudible] we we'll be rolling that out. But we are

getting our transfer credit in right now we have [inaudible] schools which is probably 75 percent of our students and we're making an effort to get a push to get the rest of the transcript courses in by, before we upgrade which is April first we have to all that information in.

>> [Inaudible].

>> For the transcript courses?

>> Yeah, how is that going?

>> We already have them in. The majority of all of our top 10 [inaudible] schools [inaudible] is going in. It's set to date for our incoming class of fall 11 transfers graduating seniors that are graduating spring 11 students that are graduating right now, I'm sorry spring 12 as well as spring 11 but we're starting from two different ends so our goal is to close the gap where everyone else who doesn't have their transcript credit in the next couple months, three months.

[Inaudible]

>> And we're about to implement an automated prerequisite checking or start on that process as well and you should be hearing about that shortly.

>> [Inaudible].

>> Yes. Yes.

>> Okay. That's it for me.

>> Thank you. Okay. I want to move to the next item which is class scheduling analyses and.

[Inaudible]

>> So what we have here is the analysis and because of the information it showed I've asked to keep it up so we're continuing to do this and we've worked very closely with [inaudible] and the registrar to verify date and make sure it's all accurate do you want to take people through what they're looking at.

[Inaudible]

>> By session does session equate to an open classroom at a given time classroom one, classroom two.

>> Uh-huh.

>> [Inaudible].

>> So on this sheet there would be 43, there were 43 open class rooms, Monday, Wednesday, Friday, 8 to 9.

>> [Inaudible].

>> And there were 164 students enrolled in all classrooms Monday, Wednesday, Friday 8 to 9.

>> That were lab or restricted.

>> That were lab or restricted.

>> And if you go down to the next section.

[Inaudible]

>> So not fully available could be because there was a--

>> -- alternative schedule.

>> -- alternative schedule that took a piece of the time slot of room X off line and it could be used in time slot two because of that.

>> [Inaudible]

>> Right. It has nothing to do with rooms that are unavailable because they're being worked on or anything like that it just has to do with scheduling.

[Inaudible]

>> So we'll keep it on the agenda for next time [inaudible] then we'll go forward with that. And for those who are on the committee last year which is almost everybody you were here for the conversation so now you know what the [inaudible] of that item is so be prepared better for next time. With that I don't have any other items of business so we can have a motion to adjourn that would be good. If you want to take a motion to adjourn. All right. Thank you.