



**Administration Responses  
to Information Requests**

**May 15, 2024**

## Sue Cutsogeorge Information Request

1. Can we get an update of the budget forecast, revised to include the proposed budget? That is important for the Budget Committee to understand the long-term implications of the budget decisions and meet Dr. Bulger's goal of making "informed decisions that prioritize the College's long-term financial viability" (quoting from the budget message).

The budget forecast will be presented at the next budget committee meeting. The goal is to ensure that the most recent and accurate data is updated and included in the forecast. If there are substantial changes in the forecast, staff may also recommend changes to the proposed budget at the next meeting.

2. I am trying to follow the breadcrumb trail for getting to the FY25 Proposed Budget Beginning Fund Balance. The last update I can find was at the 3/20 meeting where the three-year forecast update was presented. At that time, the projection was for a beginning fund balance in FY24 of \$8.5 million. The proposed budget includes a beginning fund balance of \$9.57 million. Could you explain what changed? This seems like a significant swing in a short period of time.

The fund balance information included in the March 20th board work session is an unrestricted ending fund balance estimate, where the fund balance amount in the budget document includes both unrestricted fund balance and the balance of Income Credit Program (ICP) funds. The ICP fund balance represents separate subfunds within the general fund. These ICP budgets are tied to fees collected from students associated with a specific course, and the revenue is then used to make any necessary purchases for that particular program's instruction. Some examples of programs that have ICPs are Health Professions, Flight Tech., Advanced Tech., and Science, Math and Engineering.

3. If enrollment falls short of projections, are the corresponding costs lower too? So for instance, do you hire fewer instructor hours with lower enrollment?

If lower enrollment occurs and has an impact on lower revenue, additional expenditure reductions will be identified and enacted to maintain a balanced budget. Such additional expenditure reductions may include holding vacant positions open, a hiring freeze, travel reduction, other cost and expenditure reductions, position reallocations or reductions if necessary. Most often, lower enrollment impacts the number of course sections which requires fewer part-time faculty, thus reducing part-time faculty expenditures.

4. How much have the board and administrative contingency budgets been for the past three years, and how much was spent from those budgets each year?

See the chart below:

Fiscal year	Contingency Budget	Resolution to Transfer Budget	Balance
FY 2021	2,450,000	(600,000)	1,850,000
FY 2022	3,887,000	(300,000)	3,587,000
FY 2023	2,540,000	(1,840,000)	700,000

Additionally, for FY24, there has been \$896,675 of contingency that has been used.

5. What is the status of the COVID employee retention tax credit?

The \$1.4M ERTC funds were applied for in October 2023 but the funds have not been received.

6. When will you know the actual amount of state support funding for the fiscal year?

FY25 will be the second year of the biennium and the notice of updated allocations will be sent around October. The updates typically include minor adjustments based on FTE enrollment. The funding formula for enrollment is weighted: 40/30/30 for the prior three fiscal years: 40% for the most recent year and 30% for years two and three prior.

7. (Aside from enrollment and revenue related items) What are the biggest risks are in the budget, and what strategies are there to mitigate these risks.

Risks include:

- Unknowns with the faculty union bargaining agreement taking place next year
- Continued growing deferred maintenance projects across campus
- Cost escalation due to inflation and supply chain issues
- Outdated systems and processes that limit efficiency and the ability to long range forecast

Current strategies include:

- Staggering hiring for new strategic positions
- Reinvestment in deferred maintenance as a strategic initiative
- Restarting routine financial reporting and meetings with budget partners to increase transparency and collaboration
- Investing in relationships with counterparts at other Colleges for more information sharing and collaboration
- Full systems and process reviews across campus, specifically with finance, to streamline, automate, and increase capacity.

## Austin Folnagy Information Request

1. Explain the decrease in expenditures of the Multicultural Center.

See page 62 of the budget document:

Requirements for Student Services by Unit	FY22 Actuals	FY23 Actuals	FY24 Adopted Budget	FY25 Proposed Budget	Explanation of changes in budget of > 10% and greater than \$100,000
Athletics	1,136,950	976,938	916,396	987,526	
Center for Accessible Resources	1,078,889	1,248,907	949,158	1,290,602	Reinstated one-time position holds and two years of classified salary increases
Child and Family Education	6,630	-	15,846	13,566	
College & Career Foundations	46,869	36,580	1,000	40,535	
Financial Aid	1,491,825	1,341,730	1,250,039	1,572,569	Two years of classified salary increases
Gender Equity Center	217,540	281,275	279,516	303,743	
High School Connections	-	-	-	27,000	
Human Resources	173,127	182,874	161,751	177,076	
Mental Health & Title IX	516,823	426,982	620,515	659,834	
Multicultural Center	723,928	802,013	804,137	901,354	
Non-Departmental	308	1,126	-	-	

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The general fund multicultural center budget is increasing from \$804,137 to \$901,354, an increase of 12.1%. The FY25 Fund IX multicultural proposed budget is \$94,291 versus \$234,600 in FY24. The reasons for the Fund IX decrease are due to less miscellaneous revenue and carryforward budgeted.

2. Provide information on where the Testing Center is located in the budget, and if there should be dedicated funding for the Testing Center.

The Testing Center is located within the unit Center for Accessible Resources and has a total proposed budget of \$1,290,602. This is up 36% from the FY24 adopted budget of \$949,158. These amounts are included in the general fund under student services (p.62). The increase is due to reinstated one-time position holds and two years of classified salary increases. This restores the CAR budget to levels of funding seen in prior years.

3. I saw there was a decrease in funding Faculty Professional Development. Per public comment (during the Board of Education meeting) there is a lot of benefit for this program not only for the faculty but all that interact with them. Can you explain the decrease and is there an opportunity in the budget for increase?

See page 63 of the budget document:

General Fund I Requirements by Program and Unit					
Requirements	FY22 Actuals	FY23 Actuals	FY24 Adopted Budget	FY25 Proposed Budget	Explanation of changes in budget of > 10% and greater than \$100,000
Faculty Professional Development	360,676	362,875	489,100	465,852	
Grant Coordination	164,761	53,196	50,490	343,588	New position added and one position reorganized
High School Connections	569,286	560,888	571,684	666,257	
Information Technology	488,802	295,986	321,192	402,896	
Non-Departmental	186	158	-	-	
Special Instructional Projects	478,322	572,792	629,714	720,194	
Total Instructional Support	6,725,960	6,647,201	6,961,632	8,111,962	
Total FTE - 52.2					

The decrease is a result of a slight decline in budgeted contracted faculty salaries primarily due to the early separation initiatives earlier this year. This funding is a part of the LCCEA Bargaining Agreement that gives the Faculty Professional Development (FPD) unit a calculated budget of 2.5% of faculty budgeted salaries for faculty professional development each year. In addition, FPD is allowed to carry forward its balance each year, while most units at LCC do not carry forward non-obligated remaining balances. The FPD unit has a carry forward balance of \$486K in FY24 bringing their total current available balance to about \$820K, as of May 1. Looking at historical trends for the three years prior, the College estimates that FPD will carry forward into FY25 a minimum of \$600K to add to its FY25 budget of \$465K bringing its total FY25 budget to just over \$1M when including carry forward.

### Will Gray Information Request

1. Provide information on the reduction in Student Success funding.

While the FY25 proposed budget has student success decreasing from \$209,289 to \$114,933 in the instruction program due to Faculty early retirement incentive, the majority of student success funding is in the student services program. The student success budget is increasing from \$2,117,465 to \$2,418,507. In total, the fy 25 general fund student success proposed budget is approximately 9% higher than fy24.

See page 61 of the budget document:

General Fund I Requirements by Program and Unit					
Requirements	FY22 Actuals	FY23 Actuals	FY24 Adopted Budget	FY25 Proposed Budget	Explanation of changes in budget of > 10% and greater than \$100,000
Flight Technology	636,029	855,166	780,118	1,356,934	Reinstated one-time position holds, faculty salary increases and two years of classified wage increases
Health & Physical Education	1,191,645	1,211,144	1,373,306	1,290,371	
Health Professions	9,859,647	10,570,631	10,171,023	12,355,143	Reinstated one-time position holds, faculty salary increases and two years of classified wage increases
Lane Community College at Cottage Grove	7,584	7,790	11,078	15,800	
Lane Community College at Florence	464,258	420,820	471,863	525,653	
Non-Departmental	(139)	100	192,177	-	
Science, Mathematics, & Engineering	7,520,173	7,605,257	8,008,457	7,971,897	
Social Science	3,509,265	3,848,262	3,819,761	3,755,127	
Special Instructional Projects	140,092	229,234	172,500	179,400	
Student Success	320,181	281,556	209,289	114,933	
<b>Total Instruction</b>	<b>43,198,475</b>	<b>44,886,899</b>	<b>45,229,737</b>	<b>50,491,161</b>	
Total FTE - 420.4					

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Requirements	FY22 Actuals	FY23 Actuals	FY24 Adopted Budget	FY25 Proposed Budget	Explanation of changes in budget of > 10% and greater than \$100,000
Rites of Passage	72,589	72,776	54,900	56,548	
Student Enrollment/Registrar	1,507,985	1,861,174	1,541,756	1,941,783	Reinstated one-time position holds and two years of classified salary increases
Student Engagement	456,215	484,428	405,810	907,842	Reinstated one-time positions hold and two years of classified salary increases
Student Standards	176,286	74,580	53,471	2,700	
Student Success	2,188,443	2,142,337	2,117,465	2,418,507	Reinstated one-time positions hold, faculty salary increases and two years of classified wage increases
Workforce Development	-	54	-	41,500	
<b>Total Student Services</b>	<b>9,794,407</b>	<b>9,933,774</b>	<b>9,171,760</b>	<b>11,342,685</b>	
Total FTE - 59.3					

## Siobhan Cancel Information Request

1. Provide information on new positions; would like to know what fields of study they were hired for.

Vice Presidents of each area recommended strategic new positions to help with critical needs across the College and also with areas of growth. They were reviewed by the Cabinet and other leaders within those divisions. They include:

- Director of Communications to help with internal and external communications

- Director of Institutional Research and Effectiveness to backfill a prior position; plays a critical role in leading a comprehensive institutional research, planning, and assessment agenda
  - Post-award Grants & Contracts Administrator: The College currently does not have support with post-award grants and contracts management which is traditionally a standard at most institutions. This includes financial management and programmatic support campus-wide.
  - Dean of Mathematics is a result of an effort to reduce the overall size of responsibility of academic divisions, which are currently very large especially in comparison to other Colleges, and improve operations and in the spirit of continuous improvement
  - Two additional student advisors to help with increased enrollment. The Student Advising team has not grown since pre-covid. This will also allow for more strategic advising and professional growth on the team of advisors.
2. Provide information on why BIPOC was separated from Latinx in the budget, and where that cut off is.

For many of the College's graphic displays (external) we use Race/Ethnicity Categories: LatinX, BIPOC, White & International. LatinX is Lane's second largest student population after White (non-LatinX) students. The other Races individually are small (0.5 to 3%) and fall into the larger BIPOC category.

3. Are virtual learning options still available for students?

Yes, online enrollment is around 28% of our total FTE and growing year-over-year. We also offer accommodations to students as needed in many cases for virtual learning.

### **Larissa Ennis Information Request**

1. Explain the significant increases to Fund 7.

Historically, Fund VII has been budgeted at the entire net working capital amount. This practice will be reviewed for the FY26 budget. It is projected that actual expenditures will be similar to prior years.

### **Steve Mital Information Request**

1. Provide information about the extent that Materials and Supplies has been restored.

Materials & Services (M&S) were not reduced in the adopted 2023-24 budget. Some M&S budgets were reduced by a total of \$530,000 as part of the 2023-24 budget balancing packages that were implemented in the fall of 2023. Of this, \$350,000 was considered a one-time reduction and added back to the 24-25 proposed budget. The remaining \$180,000 of reductions were determined to be sustainable. All M&S budgets were increased by a minimum of 3% in the FY25 proposed budget.

- 2. Several faculty talked about the Faculty Professional Development fund last week. Can we get some background on this? How much do we put in it? Are you proposing changes to it in FY 25? What are we obligated to do under the CBA?

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