



**CERRITOS
COLLEGE**

CERRITOS COLLEGE'S DECISION-MAKING PROCESS: A GUIDE TO PLANNING AND BUDGETING

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Introduction: The Who, What, Why, When, and How of Decision-Making at Cerritos College

The Cerritos College planning process represents a college-wide effort, developed collaboratively by Executive Council, Planning and Budget Committee, and Faculty Senate. The purpose of this document is to describe the planning structure, operational relationships, mechanisms, and agreements for making inclusive and transparent decisions at Cerritos College. Moreover, this Guide to Planning and Budgeting explains the decision-making process we utilize to most effectively achieve the mission of the College. This section will outline the Who, What, Why, When, and How of the decision-making process.

Who is involved in decision-making at Cerritos College? All stakeholders provide input to help us make the best decisions in support of our mission--that includes students, members of our community, and employees. The “Overview of Planning and Sequences for Resource Allocation” section of this document details the ways in which we gather input from all constituencies. In addition to providing input, constituent groups create and prioritize the goals and objectives we use to achieve the mission, decide how we fund these goals and objectives, and assess whether the college is meeting its goals and objectives in support of the mission. We explain these processes in the “Budget Prioritization and Approvals” section.

What is the “decision-making process” at Cerritos College? The decision-making process is the way in which we collectively decide the goals and objectives we need to most effectively achieve our mission. Moreover, it is the process we use to allocate various resources (e.g., time, money, effort, staffing, etc.) in support of these goals and objectives. We make these decisions based on institutional data, which is detailed in the “Overview of Planning and Sequences for Resource Allocation” section of this document. As part of this process, we also evaluate our decisions and the work we did to determine if we are meeting the goals and objectives that help us accomplish our mission.

Why do we need a decision-making process at Cerritos College? Our decision-making process is fundamental to accomplishing the mission of the college. We need input from all constituents to help us develop, measure, and achieve our goals and objectives that are tied to the mission. We need to follow a process to equitably distribute resources, as well.

When does the decision-making process occur at Cerritos College? The simplified answer is that the decision-making process is a continuous cycle of planning, resource allocation, and evaluation; it occurs annually, and in three- or six-year planning cycles. The detailed explanation of our planning cycle is in the “Overview of Planning and Sequences for Resource Allocation” section of this document.

How does decision-making happen at Cerritos College? One way to think of how the decision-making process occurs is through the following steps (see Table 1 on the following page), which also serve as an outline to the Guide to Planning and Budgeting. We rely on institutional data, stakeholder input, and evaluation in each step of the process. To continuously improve our planning and decision-making processes, Cerritos College is committed to a culture of

inclusiveness, evidence-based decision-making, student learning and assessment, and transparency.

Table 1. Steps to Planning and Budgeting to Achieve Cerritos College’s Mission

Mission Statement, Vision, and Values	Planning	Resource Allocation	Evaluation	Achievement of Mission
Our purpose, student population, degrees/programs we offer, and commitment to student learning and achievement.	A variety of plans (with goals, objectives, and resource allocation requests) that we create in order to help us achieve our mission.	We decide how to fund our plans so that we can most effectively accomplish our mission.	We assess and evaluate our efforts to determine if we are achieving our goals and objectives, and to make adjustments as needed.	Meeting our goals and objectives leads to the achievement of the mission of the college.

Timeline for Decision-Making Document Review

As a living document, the Planning and Budget Committee oversees, reviews, and updates as needed. This document will be fully reviewed every three-years, coinciding with the Strategic Plan. In addition, annual updates may be made to clarify any processes.

Overview of Planning and Sequences for Resource Allocation

Cerritos College has a long history of collaborative, strategic planning, and decision-making. The college planning process emphasizes the importance on institutional data, the adoption of evidence-based practices, and an evaluation of those practices, continually seeking to improve and enhance institutional effectiveness. Cerritos College’s six-year Educational Master Plan (EMP)¹ creates a clear roadmap, foundation, and vision that guides the college through its program development process and overall campus growth strategy. Specifically, the EMP goals guide Cerritos College in strengthening student achievement, planning for current and future needs, transforming infrastructure, and guiding resource allocation and staffing priorities. Therefore, the EMP serves as a foundation and a guiding document that connects and aligns the college’s data-driven planning efforts (e.g., Strategic Plan, Sustainability Plan, Facilities Master Plan, IT Master plan, and other plans focused on student success) to meet the needs of its students and the greater community the college serves.

Educational Master Plan (EMP)

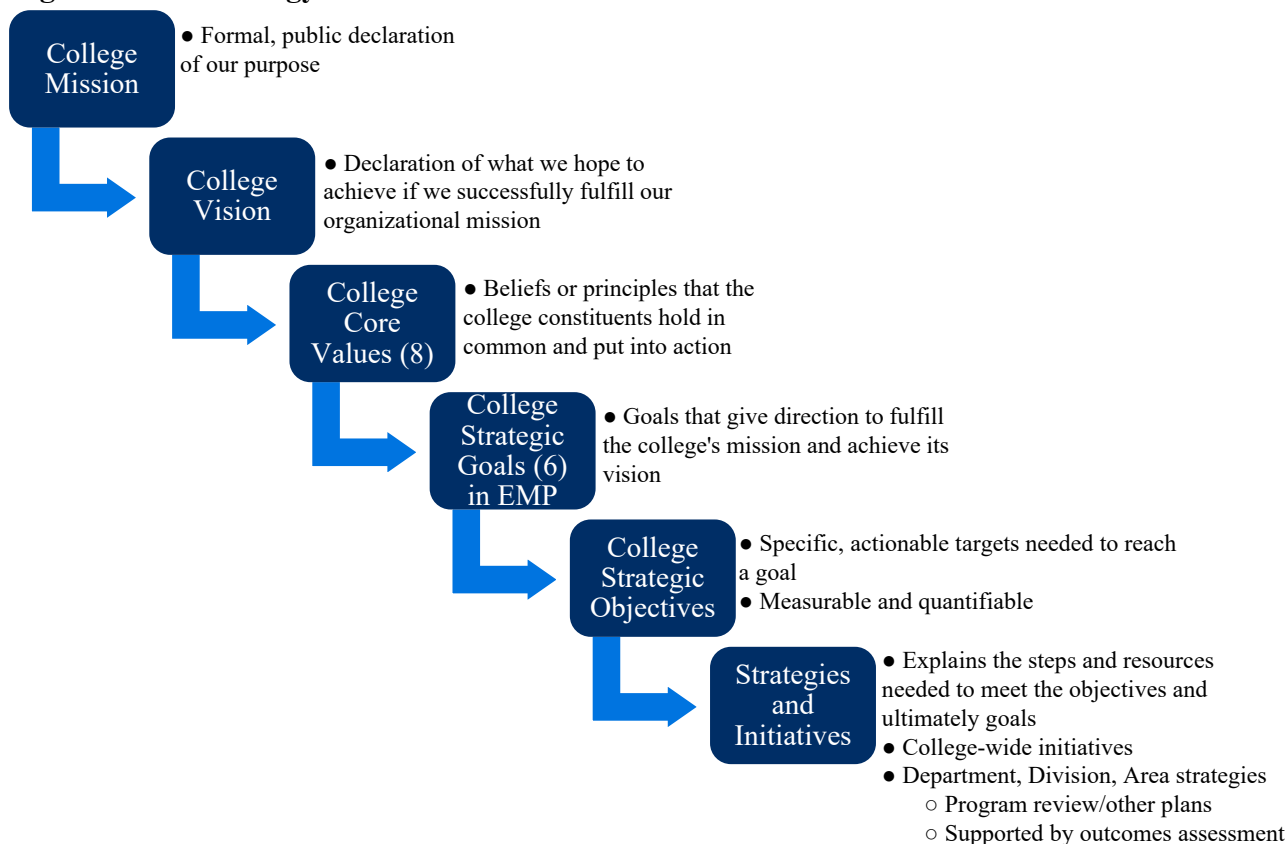
The Executive Council oversees the development of the EMP. The EMP works in conjunction with and drives the development of the Strategic Plan, Sustainability Plan, Facilities Master Plan,

¹ To view the Educational Master Plan, please visit the following website: <https://www.cerritos.edu/president/educational-master-plan/>

IT Master plan, and other plans and processes for meeting student needs through a long-range vision for planning of instructional and student support offerings, facilities, and technology. The EMP is developed based on accreditation standards, state and federal regulations, campus-wide forums, planning assumptions, and participatory governance structure.

The figure below displays college terminology described in the EMP and how annual planning align with the college’s mission and vision.

Figure 1. Terminology

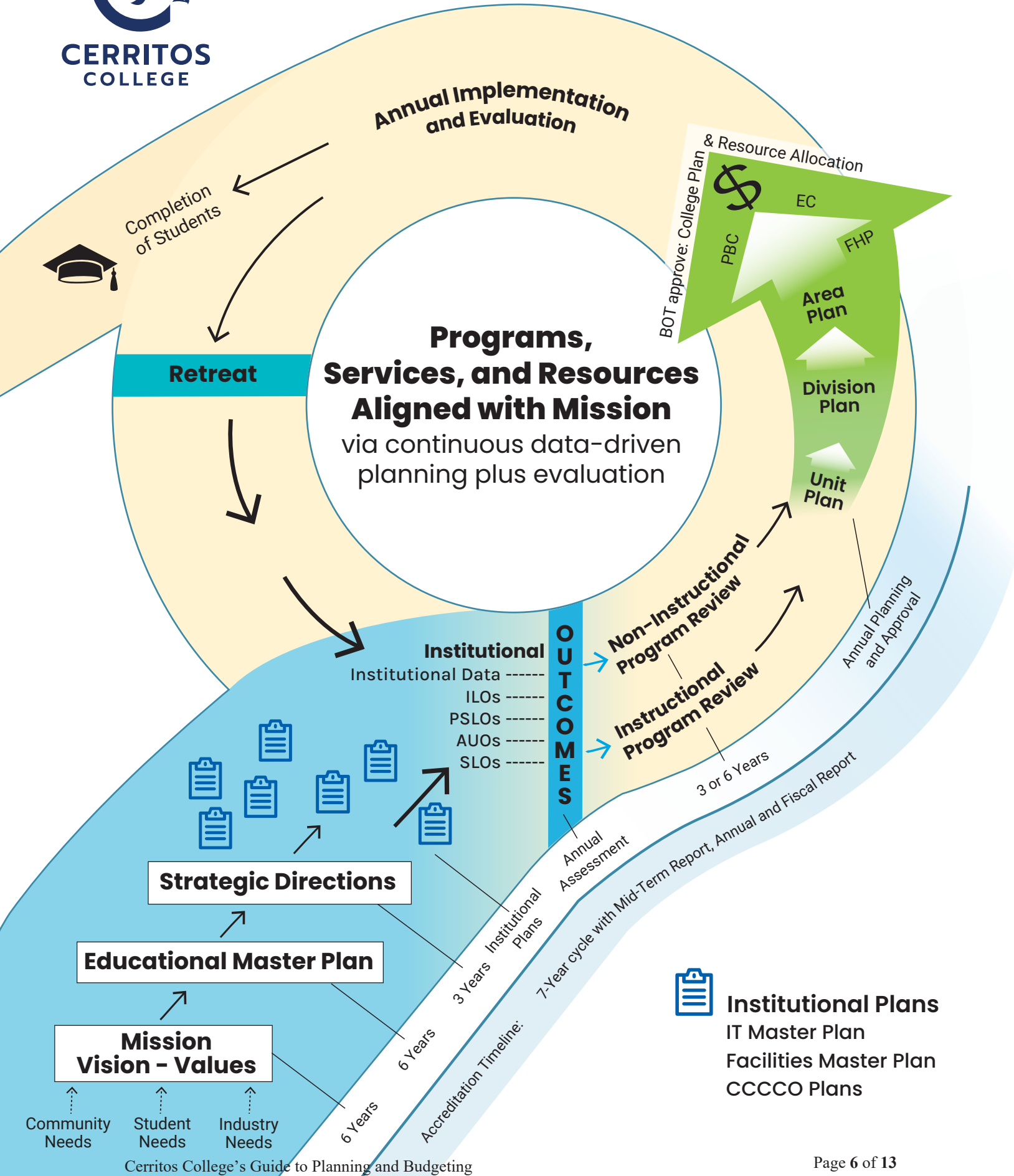


College Planning and Resource Allocation

Cerritos College’s institutional planning is grounded in the college’s mission, vision, and goals and are guided by a variety of college-wide processes. The Educational Master Plan outlines the college’s planning process, establishing resource allocation priorities which inform the annual planning process (i.e., unit plans, division plans, area plans, and college plans). In particular, these integrated processes guide resource allocation to ensure student success and institutional effectiveness (see Figure 2 on the following page).

Each area on campus develops a comprehensive program review (every three- or six-years; see the Program Review section for more details) describing each program’s strategies and actions and expected outcomes, which are aligned with the college’s strategic goals. Resource needs are documented in program review, which are also documented in the annual planning process.

Figure 2. Summary and Alignment of Plans at Cerritos College



Each academic year, all areas participate in the annual unit planning process. All members of the campus community are members of the unit in which they are affiliated or where they report. Specifically, the purpose of the annual unit plans is for units to identify growth and improvement needs at the operational level, and then provide a data-informed decision about resources required to meet the identified needs. Moreover, the annual unit plan focuses on a one-year timeframe, directly linked to resource allocations. Annual resource requests include staffing (faculty, classified, management, other), professional development, facilities, technology and software, and an other category. Resource requests are reviewed annually and prioritized based on need and funding source(s). The resource priorities identified in the annual planning process will inform the annual budgeting process, where the budget needs are articulated and prioritized to align to the goals and objectives across the institution. Through our annual resource planning, there are multiple points of entry where different plans, funding sources, and shared initiatives can impact resource allocations (e.g., Guided Pathways, Student Equity and Achievement Program (SEAP), etc.). In other words, the annual planning process is part of the broader planning cycle at Cerritos College, where all plans ultimately align to the college's mission, vision, and Educational Master Plan goals (see Figure 2 on the previous page; see Appendix B for a timeline of all plans).

Internal Plans

To support the completion of the Educational Master Plan, specific plans have been developed in focused areas. The appropriate committee and members of Executive Council are responsible for the development of the internal plans (e.g., Enrollment Management Plan, IT Master Plan, Facilities, Facilities Master plan, Sustainability Plan, Technology Plan, and Equal Employment Opportunity Plan).

Program Review

At the institution-level, the purpose of program review is continuous program improvement as well as long-term planning efforts. Program review is a peer-reviewed process by which programs, departments, or units conduct an assessment and evaluation of their quality and effectiveness. All campus departments and divisions conduct a comprehensive program review, every six-years for instructional and every three-years for non-instructional (e.g., student services and administrative departments and divisions), in order to review their role in achieving the college's mission and vision, understand their strengths, identify areas for improvement, and develop a plan of action to achieve desired outcomes. These plans that result from this process are integrated into the appropriate Area Plans. The program review process results in campus-wide planning driven by data analysis, with an emphasis on disaggregated data, and guided by the college's goals for effective decision-making. Program reviews inform the annual unit plan (with the annual unit plan providing updates documented in program review) by assessing effectiveness and identifying areas of improvements as well as providing justification for planning the allocation of financial resources.

Instructional Program Review

Instructional Program Review is a faculty-driven, shared-governance, peer-reviewed, self-evaluation process for the facilitation of improvement of all instructional programs, requiring that every program be systematically evaluated on a six-year cycle. Instructional program review includes the review of college curriculum and the analysis of stated student learning outcomes to ensure quality, currency, and relevancy. The current instructional program review process is designed to ensure that program faculty reflect upon the previous review cycle; analyze disaggregated data related to the current review cycle; and develop program-level goals for the upcoming cycle. Institutional policy and related procedures are evolving to ensure that the instructional program review process complies with applicable standards and guidelines established by the Accrediting Commission for Community and Junior Colleges (ACCJC) as well as Title 5.

Student Services Program Review

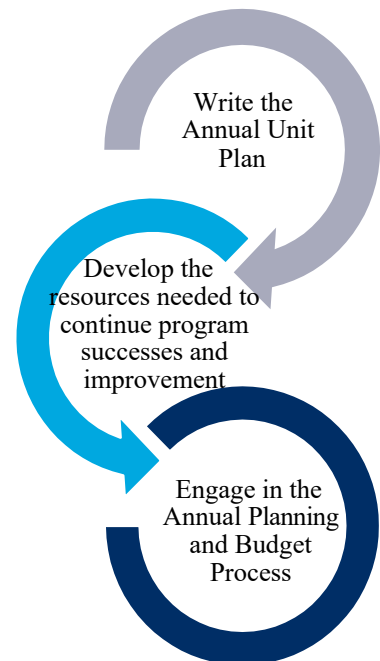
Student Services conducts a peer program review process grounded in the Council for the Advancement of Standards (CAS) in Higher Education and is reviewed on a three-year cycle. Program review committees meet over the course of a semester, culminating a final report that includes a description of the review process, an in-depth analysis of program strengths and weaknesses, and a list of action items to address areas for growth.

Administrative Services Program Review

Administrative services (e.g., Business Services; Human Resources; Institutional Effectiveness, Research, and Planning; Academic Affairs, etc.) conduct a comprehensive program review every three years, which is peer reviewed. Administrative services utilize data to inform decision-making and planning in parallel with other departments and divisions across the campus to equally be considered in college-wide planning.

Annual Planning Process

The purpose of the annual unit plan is to describe the short-term progress made in implementing the identified recommendations and action steps outlined in program review. Specifically, the annual unit plans are used by programs to identify growth and improvement needs at the operational level, and then provide a data-informed decision about resources required to meet identified needs. As previously mentioned, the annual unit plan focuses on a one-year timeframe, directly linked to resource allocations (see the figure to the right). Each unit, division and area will engage in a continuous cycle of planning, implementation, and evaluation. In the annual plan, units, divisions, and areas will assess and report on progress toward goals (evaluation), which ties back into the program review process. The model demonstrated how the processes are integrated and transparent, and iterative.



Faculty Hiring Prioritization

Faculty hiring prioritization is a key process aimed at strengthening our college, engaging community needs, and fostering student success. The process is multifaceted and collaborative decision-making process utilizing data from the comprehensive program review, annual plan, legal mandates, accreditation, and student educational goals. Moreover, this process relies on collegial consultation between the administration and faculty senate.

During the annual planning process, administration and faculty can request faculty positions. The Office of Institutional Effectiveness, Research, and Planning extracts the requests from the annual plan and utilizes a formula to provide data to the Faculty Hiring Prioritization (FHP) Committee to help identify and prioritize the hiring of new faculty in a fair and equitable way. Each year, the FHP Committee evaluates and ranks the faculty hiring requests; then, the ranked lists are forwarded to Faculty Senate, Planning and Budget Committee, and Executive Council. The positions approved are then incorporated into the College Annual Plan and budget for the next fiscal year.

Budget Prioritization and Approvals

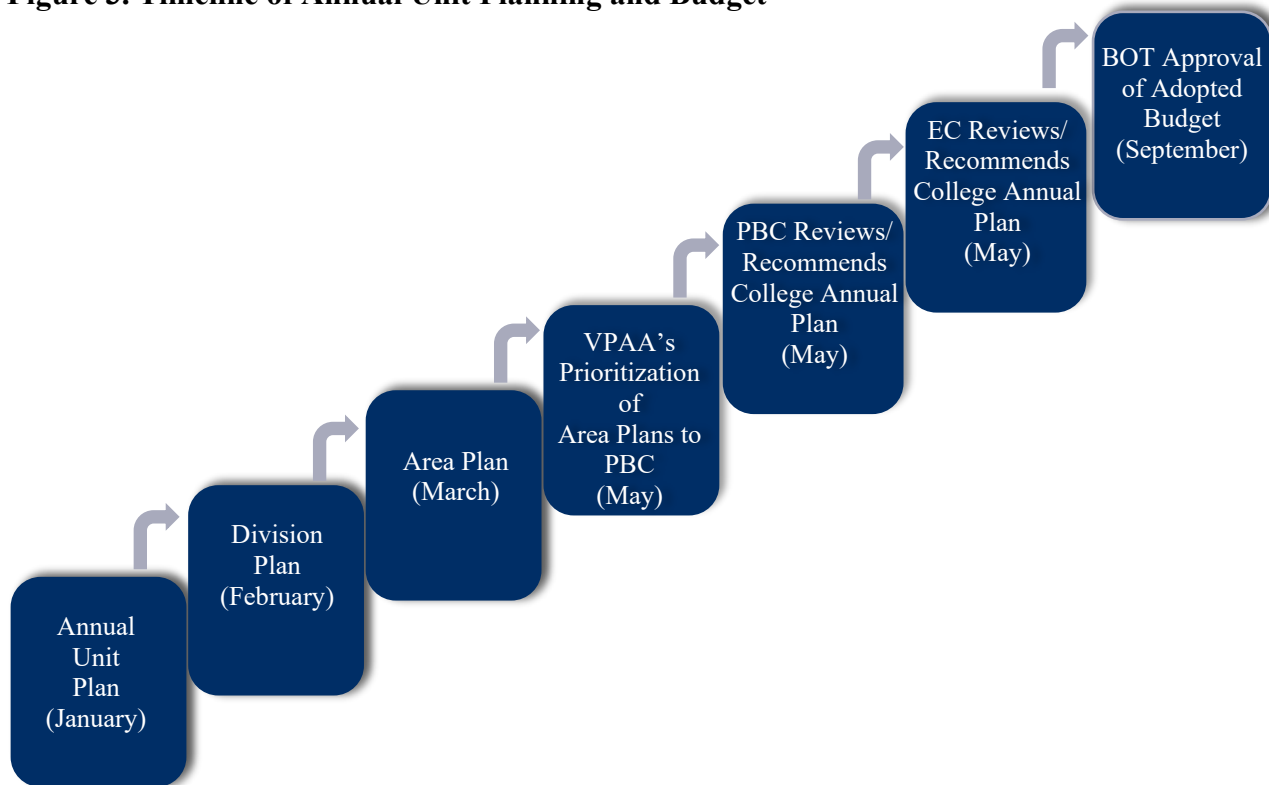
The annual unit planning and budgeting process is due in January of every year to plan for the following fiscal year (e.g., 2021-2022 planning would be finalized in January 2020). Cerritos College's online planning platform is where the annual planning process (i.e., goals, SLO assessment, student success and equity data, resource needs, etc.) is documented and tracked.

The annual unit plans identify unit goals and the resources needed to achieve those goals. Resources are prioritized as high-priority (mission critical), moderate-priority (create value and efficiency for program), or low-priority (would be nice to have) and require funding from the appropriate sources to fund those resource needs. Once resource requests are entered into the online system, managers, who oversee the respective unit plans, meets and reviews with his or her department to prioritize resource needs for all units within the division. From there, each unit plan is rolled up to the respective division manager, who prioritizes and incorporates the funding requests into the division plan. Then, the prioritized division requests are forwarded to the Area Administrator, who meets with division managers regarding the prioritized, requested resources.

As such with the unit plans, the division plans then are rolled up to the area plan where the Vice President of that area reviews, prioritizes, and incorporates funding requests into the area plan. During this process, the Vice Presidents collaborates with managers to prioritize funding requests. Each Vice President then presents his or her prioritized budget in the area plan to the Planning and Budget Committee. The list of resource requests from each area are then presented to the Planning and Budget Committee, considering resource requests as it relates to the priorities and goals of the college's goals established in the EMP. Then, the college annual plan is reviewed, and recommendations are made by the Planning and Budget Committee (PBC), incorporating proposed funding allocations. The list of resource requests from the area prioritization in the Planning and Budget Committee is forwarded with comments to the Executive Council (EC) for prioritization of college-wide resource requests. Next, EC reviews and makes recommendations, which then go back to the PBC Committee for final review of the

College Annual Plan. Then, the Board of Trustees (BOT) gives the final approval in September (see the Figure 3 below for a detailed visualization). Once the college-wide priorities are established, they are taken back to units, divisions, and the Planning and Budget Committee by the Vice Presidents, communicating the budget to the campus community. This activity ensures that everyone is aware of and understand the college-wide needs which have been identified for funding, and which ones were unfunded, for a given year.

Figure 3. Timeline of Annual Unit Planning and Budget



Integration of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes Assessment (AUOs)

Student learning outcomes (SLOs) are developed and assessed for all courses, instructional and student services programs, whereas administrative unit outcomes (AUOs) are developed for all campus support services – each department or division is responsible for the creation and implementation of their course or program SLO or AUO assessment. According to the published calendar², in the Fall semester of each academic year, SLOs and AUOs are assessed and then in the Spring semester, the SLOs and AUOs are analyzed and improvement plans are developed. In the following Fall semester, the improvement plans are implemented and assessed for the SLOs and AUOs. In addition, Cerritos College has developed Institutional Student Learning Outcomes (ISLOs) to provide guidelines to current and future students regarding the expectations for successfully completion of its courses, certificates, and degrees. Learning outcome plans and assessment results are synthesized and documented in program review as well as reported annually and used to make improvements in programs and services.

² To learn more, please visit Cerritos College's SLO Committee webpage: <https://www.cerritos.edu/slo/>

Appendices

Appendix A: Cerritos College’s Mission, Vision, Values, Educational Philosophy, Commitment, and Educational Master Plan Goals

Mission

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

Vision

Cerritos College will provide innovative learning opportunities and support services that will close persistent educational achievement gaps.

Values

- Support and promote student success
- Promote excellence in teaching, learning, and service
- Support innovation and creativity to enhance and enrich learning
- Celebrate diversity in people, philosophies, cultures, beliefs, programs and learning
- Promote respect and trust in all people regardless of background, including students, community members and employees
- Foster integrity
- Develop nurturing and supportive partnerships with our educational, business and industry communities
- Support comprehensive curricular offerings
- Promote inclusiveness in a collaborative decision-making process

Educational Philosophy

Cerritos College embraces community, diversity, innovation, and active learning. We strive for high academic and ethical standards, as well as academic freedom; we believe in the worth and dignity of all our learners. In educating, we consider the learner’s cognitive growth and emotional and physical well-being. The college prepares individuals for full participation in a complex democratic society as citizens and leaders, for the fulfillment of personal needs, and for the future. We believe that the purpose of education is to cultivate critical thinking skills and enhance the quality of life.

Commitment

The District provides a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate degree, transfer to a four-

year university, career/technical degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Beyond these college credit programs and services, Cerritos College actively enriches the surrounding community through its varied community education programs.

Cerritos College's Educational Master Plan Goals

The Strategic Plan provides a mid-point for assessment of the Educational Master Plan's goals. The Strategic Goals are as follows:

- Goal A: Strengthen the culture of completion. Highlight clear educational and career pathways for all students and provide the programs, guidance, and support they need to achieve their educational goals in a timely manner.
- Goal B: Ensuring program alignment by strengthening partnerships. Ensuring all educational programs are aligned with industry trends and labor market needs. Strengthen partnerships with high schools, universities, and strategic business and industry to build a completed pathway to completion.
- Goal C: Promoting leadership and staff development. Develop an organizational culture for all employees that support professional growth, intra and inter departmental collaboration, institutional memory, and leadership continuity.
- Goal D: Improving internal and external communications. Raise awareness about who we are and convey that message effectively, both internally and externally. Improve information transfer between all of our on-campus constituent groups as well as with our external community.
- Goal E: Upgrading educational infrastructure. Continue with the ongoing modernization of campus buildings and information technology to ensure that all facilities and IT systems on campus meet industry standards.
- Goal F: Enhancing organizational effectiveness. Enhance organizational effectiveness by streamlining and simplifying College systems and processes. Diversify revenue sources to maximize discretionary funding opportunities which will support programs of excellence.

Appendix B: Timeline of Internal and External Plans

Timeframe		Academic Year							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Internal Plans									
6-Year	Educational Master Plan				2017-23				
	Facilities Master Plan				2017-23				
	Sustainability Plan				2017-23				
	IT Master Plan						2019-25		
3-Year	Strategic Plan					2020-23			
	Enrollment Management Plan					2020-23			
	EEO/Diversity Plan					2020-23			
1-Year	Unit Plan				2020-21				
	Division Plan				2020-21				
	Area Plan				2020-21				
	Technology Plan				2020-21				
	Human Resources Plan				2020-21				
External Plans									
5-Year	Guided Pathways Scale of Adoption Workplan*				2019-22				
3-Year	Student Equity Plan/Student Equity and Achievement Program (SEAP)				2019-22				
	Vision for Success Goals				2019-22				

*Guided Pathways funding ending in 2022