

Program Review Approval Form

Program Name: _____ Program Review Cycle: 2025-2026
Department Name: Budget Review Period: 2022-2025
Division Name: Fiscal Services Review Date: June 25, 2026

Department/Program Manager: Conrad Selorio
Division Dean: Noorali Delawalla

Program Review Committee:

Name: Esthela Chavez-Prado Title/Role: Research Analyst - Student Equity
Name: _____ Title/Role: _____
Name: _____ Title/Role: _____

Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Frank Mixson Title/Role: VP Academic Affairs

Signature:  Date: 10/1/26



2025-2026 Non-Instructional Program Review - Budget Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Selorio, Conrad on 01/14/2026 01:32

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

Aligned with Cerritos College’s mission to provide high-quality, equity-minded programs and support services, the Budget Department strives to make the most effective use of resources and to serve with integrity, transparency, and excellence. By providing reliable, timely, and accessible financial data, we support informed decision-making that promotes institutional health and enhances the College’s ability to prepare students to achieve their educational goals. We also support District operations through responsible budget development, fiscal oversight of grants and staffing, and effective stewardship of resources. We provide accurate, timely financial information to support informed decision-making and serve as a valued asset to the campus community.

B. Non-Instructional Area Description : Version by Selorio, Conrad on 01/14/2026 14:18

Service	Description
Budget Development	Coordinates the preparation of the District’s annual operating and capital budgets by working collaboratively with campus leadership and departments to align financial resources with institutional priorities, strategic goals, and student success initiatives.
Budget Analysis	Provides analytical support through financial modeling, variance analysis, and impact assessments to inform decision-making, evaluate fiscal trends, and support short- and long-term planning.
Position Control	Manages and oversees budgetary control of all authorized positions to ensure staffing levels, funding sources, and expenditures align with approved budgets, collective bargaining agreements, and District policies.
Grant Reporting	Supports fiscal compliance and accountability by preparing and reviewing grant budgets, monitoring expenditures, and assisting departments with required financial reporting to internal and external agencies.
Budget Monitoring/Maintenance	Continuously monitors budgets throughout the fiscal year, processes adjustments and transfers, and provides departments with timely financial data to ensure resources are used effectively, accurately, and in alignment with institutional goals.
Provides administrative support to projects and special assignments	Provides fiscal and administrative support for special projects, initiatives, and strategic assignments, including budget setup, tracking, reporting, and coordination to ensure successful implementation and accountability.

C. Non-Instructional Area Organizational Resources : Version by Selorio, Conrad on 01/14/2026 18:26

- 1. Please describe your non-instructional area’s organizational and personnel structure. Discuss:**
- a. Positions (e.g., managers, classified, part-time, etc.).**
 - b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)**
 - c. Organizational chart (optional).**

- 1. Budget Manager (1), Budget Analyst (1), Budget Technician (2)
- 2. The Budget Department meets every two weeks; One on one meetings occur as needed and/or as requested

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?

a. How does this participation reflect on your non-instructional area’s plans and integration with the college.

The Budget Department is engaged in a wide range of operational, strategic, and compliance-driven activities that directly support Cerritos College’s instructional programs, student services, and institutional effectiveness. Core projects and tasks include the development, implementation, and ongoing monitoring of the District’s annual operating and capital budgets; multi-year fiscal projections; position control and staffing budget oversight; grant budgeting, financial reporting, and ongoing expenditure monitoring; and fiscal compliance and audit preparation. The department also provides administrative support and fiscal guidance to departments, programs, and grant-funded initiatives, including budget development assistance, funding analysis, reporting support, and interpretation of fiscal policies and procedures. In addition, Budget staff support special projects, strategic initiatives, and system and process improvements, including financial system implementations, reporting enhancements, and internal control strengthening efforts.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Selorio, Conrad on 01/14/2026 19:16

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves.

b. Describe the usage trend for your non-instructional area in the last three years.

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

The Budget Department serves a broad range of internal and external stakeholders whose work directly supports Cerritos College's instructional programs, student services, and institutional operations.

Primary users include:

- College executive leadership (Superintendent/President, Vice Presidents)
- Deans, directors, and department chairs
- Program managers and supervisors
- Grant directors and project coordinators
- Fiscal Services departments (Accounting, Payroll)

These users rely on the Budget Department for budget development, ongoing budget monitoring and maintenance, position control, grant budgeting and reporting, financial analysis, and fiscal guidance to support planning, staffing, and operational decisions.

Secondary users include:

- Faculty and classified staff involved in program planning or grant activities
- IERP&G, Accreditation, and Planning teams
- Human Resources and Information Technology
- External agencies and partners (grantors, auditors)

These groups depend on the Budget Department for fiscal data, compliance support, reporting, and coordination related to institutional planning, grants, audits, and special initiatives.

Over the past three years, demand for Budget Department services has increased due to growth in grant-funded programs and restricted funds, expanded regulatory and audit requirements, and the increasing need for specialized grant reporting across multiple funding sources.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Selorio, Conrad on 01/14/2026 19:16

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The Budget Department assesses its Administrative Unit Outcomes (AUOs) using a combination of service metrics, document review, and campus feedback. Current methods include monitoring processing timelines, transaction volumes, error and correction rates, workload trends, budget and grant reporting accuracy, and audit and compliance results, along with ongoing consultation with departments and grant managers. To strengthen assessment, the department plans to implement structured campus user surveys, targeted focus groups, and pre- and post-implementation comparisons related to staffing or system improvements, supported by dashboard reporting. These methods will provide evidence of service effectiveness, efficiency, and quality, and will inform continuous improvement efforts.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your non-instructional area uses to understand current needs?

c. How have the needs changed over time?

The Budget Department assesses user needs through ongoing consultation with campus leadership, departments, and grant coordinators; participation in college committees and planning bodies; and continuous review of service requests, workload trends, and recurring issues. Additional sources include budget development cycles, grant reporting and compliance requirements, audit findings, and collaboration with Fiscal Services, IERP&G, Human Resources, and Information Technology. Over time, user needs have shifted from primarily transactional support to more complex, consultative, and compliance-driven services, with increased demand for real-time financial data, specialized grant reporting, multi-year planning, and guidance across multiple system modules. These evolving needs inform the department's service delivery, training efforts, and system and process improvement initiatives.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

The Budget Department tracks service usage through operational monitoring, including volumes of transactions processed, types of service requests, turnaround times, backlog trends, and peak workload periods associated with budget development, grant reporting, and position control. User satisfaction is currently assessed through ongoing consultations, service interactions, and feedback from departments, grant managers, and campus leadership. To strengthen assessment, the department plans to implement structured campus user surveys, targeted focus groups, and service metrics dashboards to more systematically measure demand, evaluate satisfaction, identify service gaps, and guide continuous improvement efforts.

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

No Value

2. What areas for improvement are suggested by the data?

No Value

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

No Value

4. How does the non-instructional area make needed data and information available to area stakeholders?

No Value

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Selorio, Conrad on 01/14/2026 19:17

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

The Budget Department's primary strengths include strong fiscal stewardship, technical expertise, and a service-oriented approach that provides accurate, timely, and reliable financial data; effective budget, position control, and grant monitoring; and responsive fiscal guidance to departments and programs. Over time, the department has evolved from primarily transactional support to a more strategic and consultative role, expanding its focus to enhanced internal controls, specialized grant reporting, multi-year planning, system support across multiple modules, and proactive financial analysis. Innovative practices such as strengthened position control, standardized budget and grant monitoring tools, proactive variance analysis, cross-training, and expanded consultative services—along with ongoing efforts to modernize budget systems and reporting—position the department at the forefront of best practices in higher-education financial management.

2. What major challenges face the non-instructional area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The Budget Department faces growing challenges related to increased service demand, expanded grant activity, heightened regulatory and audit requirements, and the complexity of supporting budgeting, position control, and grant reporting across multiple system modules. These pressures, combined with limited staffing and reliance on manual processes, constrain the department's ability to move beyond transactional work toward more proactive analysis and strategic support. Within existing resources, the department is focused on streamlining workflows, standardizing procedures, strengthening documentation and cross-training, prioritizing high-impact activities, and collaborating closely with Fiscal Services and Information Technology to improve system use and reporting capabilities. These efforts support incremental improvements while longer-term solutions such as staffing growth and system modernization are pursued.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.

The Budget Department has made steady progress toward its previous goals and AUOs, particularly in strengthening budget development, budget monitoring, position control, and grant oversight. The department has improved coordination with departments, expanded fiscal guidance and administrative support, and increased consistency in budget monitoring and reporting. Progress has also been made in standardizing procedures, strengthening internal documentation, and expanding cross-training to improve service continuity and internal controls. Previous goals and AUOs are largely in progress and partially achieved, with ongoing efforts focused on formalizing service metrics, implementing structured feedback methods, pursuing system modernization, and strengthening staffing capacity to fully meet long-term operational efficiency and transparency goals.

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Three years from now, the Budget Department envisions being a fully integrated, data-driven strategic partner in advancing Cerritos College's mission and Students First Framework. Operating with a modern, integrated budget system, streamlined workflows, and adequate staffing, the department will provide real-time, transparent financial and position data and shift from primarily transactional work to proactive financial analysis, long-term planning, and consultative campus support. Working closely with executive leadership, deans, departments, Fiscal Services, Human Resources, IERP&G, Information Technology, Facilities, grant partners, and external agencies, the department will strengthen fiscal transparency, accountability, and strategic resource alignment. Building on its strengths in stewardship and collaboration, and capitalizing on opportunities such as system modernization, expanded data analytics, new facilities, and growth in grant activity, the Budget Department will have a long-term impact by ensuring sustainable, compliant, and well-resourced programs that support student success and the College's service to its community.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Program Review Cycle:

Division:

Goals	AUOs	Objectives			
			Goal Target Year of Achievement	Responsible Party	AUO Assessment Year
#1 Improve operational efficiency and workload management within the Budget Department to enhance service delivery, fiscal oversight, and campus support	#1 Campus departments and project managers will experience more timely, accurate, and consistent budget support services, including budget setup, maintenance, monitoring, and reporting	1. Reduce turnaround time for budget development, adjustments, and grant-related transactions. 2. Improve continuity of services and internal controls through redistribution of duties and cross-training. 3. Expand the department’s capacity to support campus planning, compliance, and student-centered initiatives.	Year 3	Budget Manager	Year 1
	#2 Budget operations will demonstrate improved efficiency and effectiveness, as reflected by reduced processing times, fewer errors and rework, and increased capacity for proactive budget analysis and planning	4. Increase the quality, timeliness, and accessibility of budget information provided to campus users			Year 2, Year 3

	#3 Budget staff will experience improved workload balance, allowing the department to shift from primarily transactional processing to higher-value analytical and customer-service-oriented support				
#2 To acquire and implement a modern, integrated budget software system that strengthens financial accuracy, transparency, and internal controls; improves the efficiency of budget development, position control, and grant management processes; and provides timely, reliable data to support informed decision-making, long-term fiscal sustainability, and student-centered resource planning across the District	#1 Campus administrators, faculty, and staff will have improved access to timely, accurate, and user-friendly budget and position data to support planning, resource management, and decision-making	1. Identify, evaluate, and select a budget software solution that integrates budgeting, position control, and grant management functions. 2. Improve operational efficiency by reducing reliance on manual spreadsheets and duplicative processes. 3. Strengthen data accuracy, audit readiness, and fiscal oversight through system automation and standardized workflows.	Year 3	Budget Manager	Year 1
	#2 Budget operations will demonstrate increased efficiency and effectiveness, including reduced processing time, fewer manual workarounds, and strengthened internal controls.				Year 2, Year 3
	#3 The District will experience improved fiscal transparency and reporting capabilities, supporting compliance, accountability, and long-term financial planning.				

Action Plan		College Alignment	
Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
1. Analysis of service metrics (e.g., processing timelines, number of transactions processed).	1. Document current workload and service demands by compiling data on transaction volume, peak periods, compliance requirements, and service turnaround times. 2. Submit and secure approval for one additional Budget Technician position to support core budget operations, grant fiscal support, and position control functions. 3. Recruit, hire, and onboard the Budget Technician, including training on District systems, budget procedures, grant compliance, and service standards.	Institutional Health	D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.2. Invest in our employees to facilitate excellence at all levels of service to our students.
1. Comparison of pre- and post-hire workload distribution and error/revision rates. 2. Campus user feedback through surveys or targeted focus groups (e.g., deans, directors, grant managers). 3. Internal documentation review of cycle times, response times, and coverage continuity.	4. Redistribute operational duties to improve workload balance, strengthen internal controls, and ensure continuity of services during peak cycles and staff absences. 5. Expand cross-training and documentation to support sustainability, consistency, and risk mitigation. 6. Reallocate staff capacity toward proactive budget analysis, enhanced reporting, and improved campus support. 7. Assess outcomes through service data, staff workload review, and campus feedback, and refine processes accordingly.		

1. Review of system implementation milestones and functionality.	1. Conduct a needs assessment to document current system limitations, reporting gaps, compliance risks, and workload impacts.	Institutional Health	D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.2. Invest in our employees to facilitate excellence at all levels of service to our students., D.6. Develop the facilities and technology infrastructure to better support our students' journey from access, through completion, and to career attainment.
1. Comparison of pre- and post-implementation processing times, error rates, and reporting turnaround.	2. Develop and release a software evaluation process (e.g., RFP, demos, cross-functional review) to identify a solution that meets District budget, position control, and grant management needs.		
2. Campus user feedback through surveys or focus groups.	3. Acquire and implement the selected system, including configuration, testing, data validation, and integration with existing District systems..		
3. Evaluation of audit findings, compliance reporting efficiency, and data accessibility.	4. Transition core budget, position control, and reporting processes into the new system and establish standardized procedures.		
	5. Evaluate effectiveness and outcomes using service metrics, staff workload analysis, and campus feedback, and make continuous improvements.		

Service Area:

Resource Requests						Division Approval		Area Approval
Resource Request	Estimated Cost	Occurrence	Resource Type	Justification	Priority Rank	Dean Approval	Rank	Area Approval (P/VP)
Full-Time Budget Technician (Salary plus benefits)	\$125,000.00	Ongoing expense	Classified	The Institutional Health lever is centered on maintaining our culture of excellence, in which all decisions are made to best serve our students. By adding a new Full-Time Budget Technician position, this will empower the Budget Department to better provide service excellence, effectively and efficiently, to all divisions, grants, programs, etc.. Over the last several years, the Budget Department has experienced significant growth, in terms of new locations/departments. The growth has occurred mainly due to new grants, funding, and internal reorganizations. This requires additional reporting, invoicing, analyses, meetings, budget transfers, budget adjustmetnts, etc., which are provided and/or reviewed by the assigned Budget Technicians. Additionally, the fairly recent technology system implempentation of BEST, specifically the Human Capital Management (HCM) module, have presented many challenges. The inefficiencies and/or errors attributed to HCM, directly and indirectly, have increased the volume of corrective journal voucher adjustments that the Budget Staff need to create. Since the BEST/HCM system is fairly new, we do not always have readily available solutions from LACOE. Thus the Budget Staff have to put additional time into researching and providing adhoc solutions in order to continue to provide service excellence to the departments. In short, the Budget Department is spread thin and we are currently unable to maintain the level of excellence that should be provided, with the current headcount of 3 (three) Classified Staff. With that being said, adding 1 (one) Budget Technician will allow the Budget Deparrtment to balance the workload and provide service excellence, effectively and efficiently. With the additional Budget Technician, we we would be able to develop systems and processes to monitor and ensure accountability for our institutional health. Investing in a new Budget Technician also means that we are investing in the current Budget Department Team, by ensuring that we aim for agile, caring practices that foster excellence throughout our operations. Last but not least, Students will be better served, as the Budget Department will be better equipped to support many more new grants, programs, intitatives that Cerritos College pursues.	1			

Euna Budget Software (Annual Subscription)	\$71,000.00	Ongoing expense	Technology and Software	This goal directly supports Cerritos College’s mission to provide high-quality instructional programs and comprehensive support services by strengthening the financial infrastructure that enables effective planning, staffing, and program sustainability. A modern, integrated budget system will improve transparency, accountability, and responsiveness across the District, ensuring that resources are strategically aligned to support instruction, student services, and equity-minded initiatives. By improving fiscal accuracy, efficiency, and decision-support capabilities, this initiative strengthens the College’s ability to fund and sustain programs that contribute to student persistence, completion, and success—supporting the institutional goal of graduating fifty percent of students within five years or less by Spring 2029	1			
Euna Budget Software (Implementation)	\$37,000.00	One-time budget augmentation	Technology and Software		1			

Program Review: Budget

Reviewer Name: Esthela Chavez-Prado

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:			Score: 3	

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:			Score: 5	

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).					1
5	4	3	2	1	
Exemplary	Strong	Adequate	Developing	Insufficient	
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.	
Comments:					Score: 3

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.					1
5	4	3	2	1	
Exemplary	Strong	Adequate	Developing	Insufficient	
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.	
Comments:					Score: 4

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve? a. Describe your primary and secondary user groups that the non-instructional area attracts and serves b. Describe the usage trend for your non-instructional area in the last three years <i>i. Has it remained steady, increased, or decreased?</i> <i>ii. Describe any factors that contributed to any change.</i> c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status). <i>i. How do the demographics of your users compare with the college as a whole?</i> <i>ii. Are the trends within your program in alignment with the broader, collegewide trends?</i> <i>iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>					1	
					2	Insufficient
					Developing	Missing user information or does not address trends.
					Adequate	Limited user description and little trend or demographic analysis.
					Strong	Provides general user information and basic trend description; equity components superficial (if serving students).
					Exemplary	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.
					Exemplary	Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).
Comments:					Score:	
					4	

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:			Score: 4	

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?				
b. What are the sources of information your non-instructional area uses to understand current needs?				
c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:			Score: 4	

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Though this is the first cycle in which program review is done and have not assessed AUOs in the past, the office has been able to determine what has gone well, opportunity gaps, etc.				Score:

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Though this is the first cycle in which program review is done and have not assessed AUOs in the past, the office has been able to determine what has gone well, opportunity gaps, etc. AUOs were not previously implemented; thus, specific outcome assessment has not been done. We have internal data that indicates x, y, and z				Score:

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Speak to and identify the data you have that can answer the question.				Score:

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:			Score:	

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:			Score: 4	

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: 4

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 4

4. *Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:*

- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.*
- What long-term impact would you like your non-instructional area to have on the College and the community?*
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?*

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:			Score: 4	

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Align your target achievement dates with the assessment dates.				Score: 4

Provide your overall program review comments and total score.	
Overall comments: Overall, well done and thorough. Only area of concern is speaking to what the data you have had and used to make decisions prior to implementation of program review.	Total Score: 51

Reviewer Signature:  Date: 7/10/26

Program Review Planning Form

Program/Department Name: Budget

Division Name: Fiscal Services

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Ali Delawalla

Email: ndelawalla@cerritos.edu

Department/Program Manager Information

Name: Conrad Selorio

Email: cselorio@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Tracy Chau</u>	<u>Budget Analyst</u>	<u>tchau@cerritos.edu</u>
<u>Maria Contreras</u>	<u>Budget Technician</u>	<u>mcontreras@cerritos.edu</u>
<u>Sherly Widjaja</u>	<u>Budget Technician</u>	<u>swidjaja@cerritos.edu</u>
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<u> </u>	<u> </u>	<u> </u>

Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Conrad Selorio Signature:  Date: 09/10/2025
Conrad Selorio (Sep 10, 2025 12:10:14 PDT)

Division Dean:

Name: _____ Signature: _____ Date: _____

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: Amber Hroch Signature:  Date: _____
Amber Hroch (Sep 10, 2025 13:59:57 PDT)

Signature: 

Email: ndelawalla@cerritos.edu

Signature: 
Amber Hroch (Sep 10, 2025 13:59:57 PDT)

Email: ahroch@cerritos.edu

2025-2028 Budget Program Review

Final Audit Report

2026-10-01

Created:	2026-10-01
By:	Esthela Chavez (eschavez@cerritos.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAzT4mUPfPJf9mxUzEqeyOKbXCByxYIx0V

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