



Integrated Program Review, Planning, & Resource Allocation Handbook

Effective Fall 2018

SECTION I Introduction

The Cerritos College planning and resource allocation process has been developed collaboratively by Executive Council, Planning and Budget Committee, and Faculty Senate. It represents a college-wide effort to further unify the planning and resource allocation process as well as to develop and document a transparent, uniform practice of using data/evidence from program review in college planning, resource allocation requests, goal implementation, assessment, and evaluation. As currently conceptualized, planning at Cerritos College is on a six-year cycle, designed to coincide with the accreditation cycle.

The planning and resource allocation process is driven by the alignment of the Educational Master Plan, the Strategic Plan (the first 3 years of the EMP), the Enrollment Management Plan, and other planning documents the college identifies and uses. Evaluation of both process and outcomes takes place based on different activities: a mid-term evaluation of goal achievement of the EMP is scheduled every third year, which aligns with the Strategic Plan (iterative process) for future initiatives develop from the EMP overarching goals.

Unit/Division/Area, and ultimately the college annual plan and resource allocation, are an annual activity at Cerritos College. This guide outlines the overall process of planning and resource allocation, presents a timeline of scheduled activities, and references documents needed to develop the annual planning process. This handbook should be viewed as a living document and will be updated to meet future needs as the college integrated planning and resource allocation process evolves.

SECTION II

Integrated Program Review, Planning, & Resource Allocation Requests Overview

The integrated program review, planning, and resource allocation cycle at Cerritos College is represented visually in Figure 1. Stage A represents the assessment and evaluation of outcomes, which is examined during Program Review. Program Review is done annually, with a peer-reviewed comprehensive evaluation taking place every six years. Program Review begins the integrated process. Stage B Goal Setting: Using the data/evaluation, goals are set which are specific, measureable, actionable, realistic, and timely. Stage C Establish activities/initiatives to achieve the goals. This is where actions are determined, based on the goals set. Stage D Identify and request resources needed to perform or carry out the activities/initiatives. If we do not have the identified resources, we develop and identify what funding is needed to carry out the activities/initiatives. Stage E Resource requests are created, and during the unit/division/area plan development, resource allocation requests are integrated into the process (steps 1 through 7): culminating into the college's annual plan, reflecting the annual budget approved by the Board of Trustees. Stage F Implementation of activities/initiatives which were funded (steps 1 through 7). If an activity/initiative did not require a request for funding/prioritization, it is implemented without the need of going through the prioritization process.

The campus is comprised of Units, within a Division, within an Area. A unit is defined as a program/department to which certain goals, activities, and initiatives will request resource allocations. Table 1 illustrates how the Math Department, for purposes of planning and resource allocation, is a unit in the Science, Engineering and Math Division, which is a division in the Academic Affairs Area.

Table 1. Examples of Units, Divisions, and Areas in the Planning and Resource Allocation Process

Unit	Division	Area
Math	Science, Engineering & Math	Academic Affairs
Nursing	Health Occupations	Academic Affairs
Publications	Information Technology	Business Services
Payroll	Fiscal Services	Business Services
Operations	Facilities	Business Services
Career Center	Career and Assessment Services	Student Services
Campus Police	Campus Police	Student Services

Department Chairs and/or Managers/Directors, have leadership responsibility for the development of their unit plan. Division Managers (Deans/Directors), have administrative responsibility for the division plans. Finally, Area Administrators include the following: the President, Vice President of Academic Affairs, Vice President of Business Services, Vice President of Student Services, and Vice President of Human Resources; and are responsible for the Area plans.

Unit Plans are developed by first reviewing program review evidence/data in order to identify Strengths, Weaknesses, Opportunities, or Threats (SWOT) (Stage A). After completing the SWOT analysis, the unit sets goals (Stage B). Activities are then determined to accomplish the goals (Stage C). Resource allocation request types include: (1) personnel; (2) capital expenditures, which is defined as tangible items with a cost of more than \$500 and a life expectancy greater than three years (excluding computers); (3) budget augmentation; or (4) facilities (Stage D). After resource allocation requests have been identified, units will prioritize their resource allocation requests (Stage E), using: Tier 1 (Critical), Tier 2 (Important), or Tier 3 (It can wait). The next several steps in the resource allocation process reinforce the importance of dialogue in decision-making processes at Cerritos College. During the steps of the resource allocation process, feedback is provided as to which funding requests moved forward by: Division, Area, and then to the college plan (Steps 1 through 7—see feedback arrows).

Unit plans are submitted to the responsible administrator for the Division (Dean/ Director). This begins the development of the Division Plan. The division manager will review the Unit Plans submitted and build the Division plan from the contents submitted from the Units; and additionally include Division needs identified through the program review process for non-instructional/administrative offices. The Division plan goes through the same resource allocation request process, including prioritization of resources requested by the units in the Division. Once the Division Plan is completed, it is forwarded to the Area Administrator for the Area Plan development. Feedback is provided from the division manager to the unit as to what they have moved forward in the resource allocation request prioritization process (See Step 2).

The Area Administrators meet with their respective division managers and engage in a dialogue regarding area priorities. In conjunction with division managers, Area Administrators establish the priorities for their areas. After the Area Plans have been developed, they are submitted to the Planning and Budget Committee Co-Chairs. This starts the development of the College Annual Plan. The resource allocation requests from the area plans are presented to the Planning and Budget Committee (PBC). As part of the PBC review and study, the Planning and Budget Committee will consider resource requests in the context of (1) priorities and goals of the EMP/Strategic Plan and other college planning documents and (2) evaluation of college initiatives which may indicate the college allocate resources to the units/division plans to accomplish goals. Feedback is provided from the area manager to the division manager as to what they have moved forward in the resource allocation request prioritization process (See Step 3).

As a shared governance committee, Planning and Budget Committee reviews the college-wide priorities, ask questions about them, and provide recommendations to the Executive Council regarding

the priorities for a given year (Step 4). The Co-Chairs of Planning and Budget Committee facilitate the formation of the college's annual plan, aligning the projected budget with the submitted Area plan items. Upon approval of the Planning and Budget Committee, the college annual plan is forwarded with comments to the Executive Council (Step 5) for review and approval. If the Executive Council (EC) determines that additional prioritization is warranted, EC will make recommendations directly to the College President.

The college annual planning and budgeting process is complex, and developed with the understanding that it is possible that not every unit will have its most urgent priorities funded in a given year. For example, the available funding and the college-wide priorities may necessitate that only capital priorities are funded. Following review/recommendation by Executive Committee, the resource allocation process proceeds to Step 6, the President, for final approval. The college budget development process concludes with the Board of Trustees adopting the college budget (Step 7).

Once the college annual plan; and the college annual budget is adopted, it is shared back to PBC; and to the units, divisions, and area administrators. 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. Each unit/Division/Area should engage in a continuous cycle of program review, planning, implementation, and evaluation. Individual units will assess and report on progress toward goals (evaluation), which ties back into the Unit's program review process. The model demonstrated how the processes are integrated and transparent, and iterative.

SECTION III **Developing the Unit Plan**

The cornerstone of planning is Program Review: a thorough examination of data and evidence regarding goal achievement and outcomes. The Unit Plan will be an annually updated after a unit has undergone its 6 year, peer reviewed, program review. The Unit Plan articulates a program's mission, description, characteristics, goals, activities, and outcomes. The Unit Plan is based on findings from a unit's Program Review and is updated annually. Program review is the process by which program, departments, or units conduct an assessment or evaluation of their quality and effectiveness. Like in the instructional program review process, which occurs on a six year cycle, administrative and non-instructional units undergo a peer reviewed program review at least once every six years. Findings of the program review (or assessment) process will be used to inform the Unit Plan. Instructional program review is under the purview of the Faculty Senate; non-instructional and administrative program review is under the purview of the Area Administrators (i.e., the President, Vice President of Academic Affairs, Vice President of Business Services, Vice President of Student Services, and Vice President of Human Resources). Area Administrators will meet with their respective division managers and set a schedule for units to conduct a program review. The manuals for the program review processes are available online.

The Unit Plan has six components (see Table 2). The Mission Statement (component 1) asks a unit to state its mission. The next component is the Overarching Outcomes (component 2), which consists of identifying the unit's Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs). The third component—Characteristics, Performance, and Trends (component 3)—is a description of the unit and can include data that a unit collected during the program review process. In this component, units will also assess their performance of their overarching outcomes (i.e., SLOs or SAOs). Next, the Unit Plan asks units to identify their strengths, weaknesses, opportunities and threats (component 4). Component 5 is establishing their goals; and component 6, establishing the units' activities/initiatives to achieve the goals. Component 7 involves the resource request prioritization to fund activities/initiatives in order to accomplish goals.

Table 2. Components and Tasks of the Annual Plans

Number	Component	Task
1	Mission Statement	State the unit's mission
2	Overarching Outcomes	Identify the unit's SLOs or SSOs
3	Characteristics, Performance, and Trends	Describe and assess the data
4	SWOT Analysis	Identify unit's strengths, weaknesses, opportunities & threats (SWOTs)
5	Establish Goals	Goals for the unit are based on analysis of data and SWOTs
6	Activities	Identify the activities to be developed and implemented which will achieve the goals
7	Resource Requests/Prioritization	Identify needed resources to request to accomplish activities; prioritize funding requests

SECTION IV

Developing the Division Plan

Division Plans are developed by first reviewing the subordinating Unit's program review evidence/data in order to identify Strengths, Weaknesses, Opportunities, or Threats (SWOT), goals, activities, and resource requests. After the Division Manager has completed the Division Plan, the next phase is for the Area Plan development. Area Plans are developed by the respective Area Vice Presidents and college President.

SECTION V

Developing the Area Plan

Area Administrators meet with their respective division managers and engage in a dialogue regarding area priorities. In conjunction with division managers, Area Administrators establish the resource request priorities for their areas. After the Area Plans have been developed, they are submitted to the Planning and Budget Committee Co-Chairs. This starts the development of the College Annual Plan. The resource allocation requests from the area plans are presented to the Planning and Budget Committee (PBC) by each Area VP. As part of the PBC review and study, the Planning and Budget Committee will consider resource requests in the context of (1) priorities and goals of the EMP/Strategic Plan and other college planning documents and (2) evaluation of college initiatives which may indicate the college allocate resources to the units/division plans to accomplish goals.

SECTION VI

Developing the College Annual Plan

As a shared governance committee, the role of the Planning and Budget Committee is to review the college-wide priorities, ask questions about them, and provide recommendations to the Executive Council regarding the priorities for a given year. The Co-Chairs of Planning and Budget Committee facilitate the formation of the college's annual plan, aligning the projected budget with the submitted Area plan items. Upon approval of the Planning and Budget Committee, the college annual plan is forwarded with comments to the Executive Council (step 5) for review and approval. If the Executive Council (EC) determines that additional prioritization is warranted, EC will make recommendations directly to the College President.

Following review/recommendation by Executive Committee, the resource allocation process proceeds to step 6, the President, for final approval. The college budget development process concludes with the Board of Trustees adopting the college budget (step 7).

Once the college annual plan is established, it is shared back to PBC; and to the units, divisions, and area administrators (see feedback arrows). 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. Each unit/Division/Area should engage in a continuous cycle of

planning, implementation, and evaluation. Individual units will assess and report on progress toward goals (evaluation), which ties back into the program review process.

Executive Council: Nov. 7, 2017

Planning & Budget Committee: March 1, 2018; approved Aug. 16, 2018

Faculty Senate: Aug. XX, 2018

Coordinating Council: Aug. XX, 2018

FIGURE 1. Integrated Program Review, Planning, and Resource Allocation Process

Figure 1. Integrated Program Review, Planning, and Resource Allocation Process (Annual)

