

# RESOURCE ALLOCATION 2022



Sequoias Community  
College District



College of the Sequoias

# **College of the Sequoias Resource Allocation Manual**

## **College of the Sequoias Community College District**

Visalia Campus  
915 South Mooney Boulevard  
Visalia, CA 93277

Hanford Educational Center  
925 North 13<sup>th</sup> Avenue  
Hanford, CA 93230

Tulare College Center  
4999 East Bardsley Avenue  
Tulare, CA 93274

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## INTRODUCTION

The *College of the Sequoias Resource Allocation Manual* provides a detailed description of the process used by the College of the Sequoias Community College District (hereafter referred to as the District) to allocate resources.

This manual describes the following components of the District's resource allocation processes:

- Sources of revenue;
- Categories of expenditures;
- Base budget development process;
- Above-base resource allocation process;
- Links between resource allocations and planning;
- Processes for assessing the effectiveness of resource allocations;
- Evaluation of resource allocation processes;
- Purpose and membership of the Budget Committee;
- A reference list of Board Policies and Administrative Policies pertaining to budget development and resource allocations.

This manual has been written and posted on the District's website in order to make the District's resource allocation processes available to all District constituencies. In addition, the Vice President of Administrative Services will schedule an annual budget forum during the spring budget development period to communicate the District's anticipated budget for the ensuing year. This budget forum will be made available to all District constituencies. Since this step will be repeated each year, the information presented to District constituencies will also detail any changes made to the resource allocation processes that occur as a result of the Budget Committee's evaluations and assessments of resource allocation processes described in this manual.

In addition to the description of the District's resource allocation model provided in this manual, a general overview of the resource allocation model is included in the *College of the Sequoias Integrated Planning Manual*.

## Sources of Revenue

### Unrestricted General Funds

By far the majority of the District's revenue is from state apportionment.

State apportionment is calculated based on the amount of earned Full Time Equivalent Students (FTES). An FTES is the equivalent of one student taking 30 units a year (15 units a semester). An FTES is calculated using the number of lecture units x 17.5 weekly student contact hours (WSCH) per unit x number of students = total WSCH for the class. 525 WSCH = 1 FTES.

In the new Student Centered Funding Formula adopted for the 2018-2019 year, enrollment now accounts for 70% of the District's apportionment. Twenty percent of the funding is based on "equity" or "supplemental" factors while the final 10% is based on student success metrics defined by the State Chancellor's office.

The state sends the calculated amount of revenue directly to the District minus two other state allocations and two amounts that are collected locally:

- Education Protection Act allocation – Proposition 30 state funding;
- Redevelopment Agency allocation – which is considered a "backfill" amount for state funding;
- Property taxes collected by the county and proportionately distributed by the county to the District; and
- Student enrollment fees collected by the District.

The second category of District revenue, miscellaneous income, constitutes on average 7% of the revenue of the adopted budget. This income is allocated to the District from approximately 65 different fund sources. The largest of these smaller fund sources are as follows.

Source of Funds	Average % of annual adopted budget
Lottery	2.09%
Non-resident fees	0.76%
Mandated costs reimbursement	0.45%
Interest earned	0.14%
2% enrollment fee	0.31%
Facilities rental	0.24%
Library GoPrints	0.11%

### Restricted Funds

Some revenue received by the District is allocated based on specific guidelines and the use of those funds is limited by state or federal guidelines. For example, the amount of EOPS funds allocated to a district is contingent on the number of enrolled students who match specific

demographic characteristics. The three categories of restricted funds are identified on the following page.

#### Other Funds

The District receives a small portion of its revenue from self-supporting programs, such as contract education; enterprise accounts, such as the bookstore and food services; and fees collected by the Student Senate or the gate receipts of theatre, music, and athletic events.

## Sources of Revenue

Unrestricted General Funds	Restricted Funds	Other Funds
<ol style="list-style-type: none"> <li>1. State apportionment based on earned FTES (on average 93% of adopted budget)</li>   <li>2. Miscellaneous and local income, such as non-resident tuition, interest earned, and lottery (on average 7% of adopted budget)</li> </ol>	<ol style="list-style-type: none"> <li>1. Programs with state and federal restrictions, such as health services, parking, veterans' services, and financial aid administrative allowances</li>   <li>2. Restricted sources such as Student Success and Support Program, Student Equity Program, Strong Workforce Program, EOPS, DSPS, Basic Skills, VTEA, and numerous other federal, state, and local grants and contracts</li>   <li>3. Other restricted funds such as restricted lottery and instructional equipment allocations</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-supporting programs such as tuition-based courses, materials fees, and other contractual agreements</li>   <li>2. Bookstore and foodservice</li>   <li>3. Fees collected by the Student Senate</li>   <li>4. Event tickets</li> </ol>

## **Expenditures**

### From Unrestricted General Funds

Unrestricted general funds are allocated to pay for costs related to fulfilling the District mission.

There are three categories of expenditures that are paid from the unrestricted general fund:

1. **Non-discretionary base:** These are the District's most basic required costs. The largest amount of the unrestricted general fund adopted budget, typically in excess of 83%, is for salary and benefits of the District's permanent employees as governed by the Master Agreements.
2. **Discretionary base:** These are also basic costs within the District. Although still part of the District's base budget, there is more flexibility in the amounts budgeted in each of these categories.
3. **Above-base funding:** Each year the Board of Trustees, through annual budget adoption, establishes an amount of funding to pay for expenses emanating from the District's Master Plan, Strategic Plan, and Program Reviews. It is through this mechanism that the District provides fiscal support for its planning and program review processes.

### From Restricted Funds

Restricted funds are expended only for the purposes outlined in the corresponding federal or state law, code, or regulation. These funds are distributed to the appropriate Service Area and all expenditures from these funds are monitored by Fiscal Services to ensure that those expenditures comply with the federal or state law, code, or regulation.

### From Other Funds

Revenue from funds in this category may be expended for costs related to fulfilling the District mission. The revenue may remain in the budget of the District entity that generated the funds, for example, proceeds from materials fees remain with the instructional unit that imposed the fees. A second option is that all or a portion of the revenue may be allocated to a unit other than the entity that generated the funds. For example, each year a Co-curricular Fund is established by combining fees collected by the Student Senate auxiliary resources when available. The Co-curricular Fund is allocated based on proposals that may be submitted by any unit within the District, such as a request from an athletic team for new sports equipment or uniforms.



## Expenditures

<b>From Unrestricted General Funds</b> <i>Funds that can be used for any purpose related to the District mission.</i>	<b>From Restricted Funds</b> <i>Funds that can be used only for the specific purposes defined in federal or state laws, codes, and regulations.</i>	<b>From Other Funds</b>
<p><i>Non-discretionary base: required costs such as:</i></p> <ol style="list-style-type: none"> <li>1. Salary and benefits for permanent personnel (full-time faculty, staff, and administrators) except specially-funded positions</li> <li>2. Retiree benefits</li> <li>3. Board restricted reserves and special allocations, such as the amount of above-base funding</li> <li>4. Utilities (gas, electric, etc.)</li> <li>5. Insurance (liability, property, and students)</li> <li>6. Legal and auditing fees</li> <li>7. District-wide memberships and licenses, such as accreditation and athletic conferences</li> <li>8. Contracts and leases</li> </ol>	<p>Restricted funds are distributed directly to the appropriate Service Area.</p>	<p>Revenue in the “from other funds” category may:</p> <ul style="list-style-type: none"> <li>• Remain with the District entity that generated that revenue or</li> <li>• Be allocated to the unrestricted general fund</li> </ul>
<p><i>Discretionary base: costs such as:</i></p> <ol style="list-style-type: none"> <li>9. Temporary personnel</li> <li>10. Materials</li> <li>11. Supplies</li> <li>12. Equipment</li> <li>13. Travel</li> <li>14. Contract services</li> <li>15. Program-specific subscriptions and memberships</li> </ol>		
<p><i>Above-base funding:</i>                      Prioritized by the Budget Committee and recommended to the District Governance Senate and to the Superintendent/President</p>		

## Base Budget Development Process

The District relies on the following major principles to guide the budget development process:

1. Balance ongoing expenditures with ongoing revenues,
2. Maintain a minimum 6% reserve for economic uncertainties (Board Priority is typically higher), and
3. Fund all expenditures in the non-discretionary base, such as contractual obligations.

Funding for the reserve and the non-discretionary base are included in the District budget as “off the top” costs and are not available to be allocated to one of the District’s four Service Areas:

1. Academic Services
2. Administrative Services
3. Student Services
4. Superintendent/President’s Office

As noted on the “Timeline and Process for Base Budget Development,” the budget development process begins in January. In its allocation of resources to the four Service Areas, the District uses an incremental approach to the budget development process.

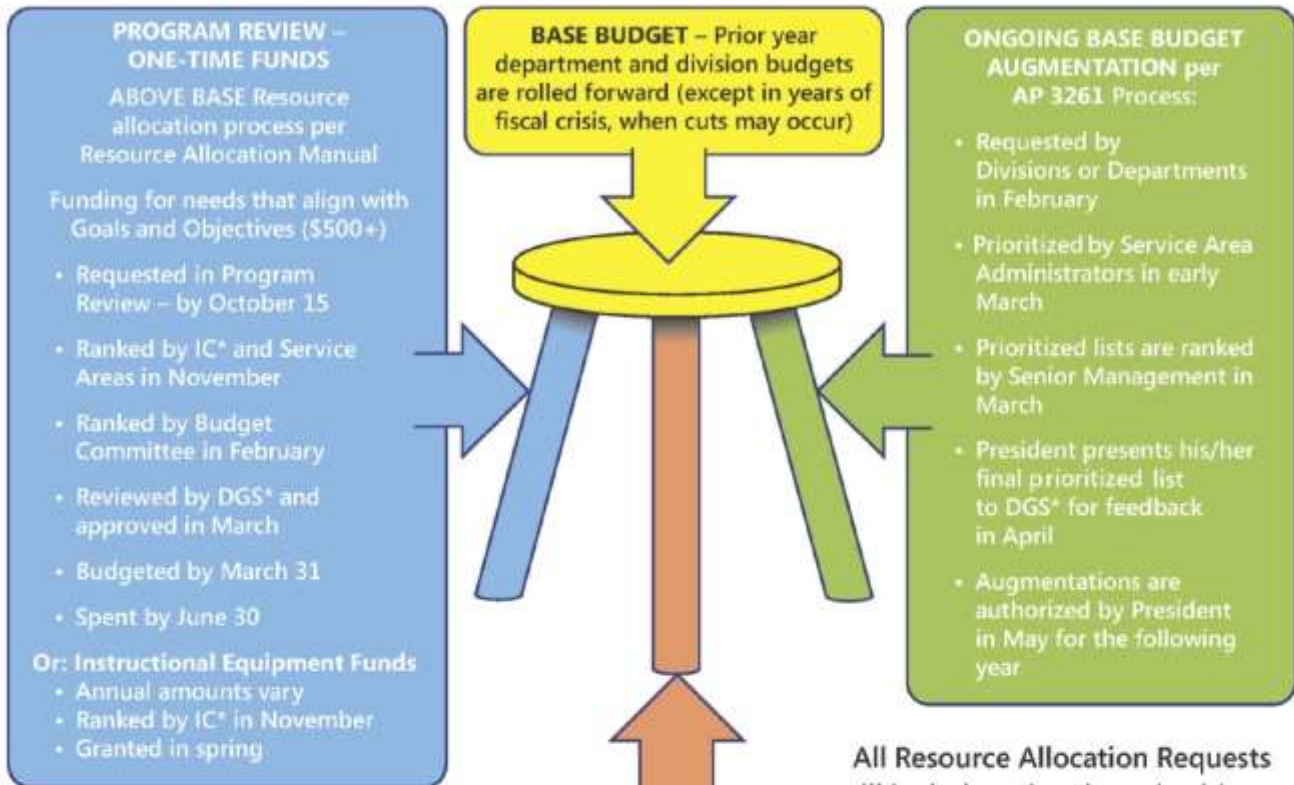
- Step 1: The basic allocation for each Service Area is based on that Service Area’s prior year budget.
- Step 2: Carry-over funds from the prior year are generally not added to the basic allocation. Carryover may be approved in certain circumstances if a detailed request is submitted by the requesting department or unit to their respective Service Area administrator by May 15<sup>th</sup>, and if the request details a specific planned expenditure that is necessary and links to District Objectives. The request will be reviewed by Senior Management Council and/or the Vice President of Administrative Services for approval.
- Step 3: This basic allocation may also be adjusted based on a projection of how much FTES the District anticipates earning in the coming year based in part on the District’s workload capacity set by the state.
- Step 4: This basic allocation may also be adjusted based on decisions about (1) requests from Service Areas for base budget augmentations and/or (2) staffing requests. Administrative Procedures 3261, 3262, and 3263 outline the process for granting base budget augmentations and new or replacement faculty positions. The Senior Management Team determines the process for granting new or replacement classified and administrative positions and any base budget augmentation.

- It is recommended that the Technology Services refresh budget be augmented by twenty percent (20%) of any new or additional unrestricted computer or laptop (hardware) purchases, as an increase to Technology Services basic allocation. (Restricted programs will continue to fund their own technology.)
- In addition, it is the recommendation of the budget committee that a sufficient annual ongoing funding amount be set up in the facilities department budget so that scheduled refresh of paint, flooring, whiteboards, and window coverings can occur on a regular cycle, without the need of departments or divisions requesting these items in program review. The annual amount to be budgeted should be based on the needs defined in the Facilities Department refresh schedule (Total Cost of Ownership Schedule).

Adjustments may continue to be made to Service Area budgets throughout the spring and summer as new information is available from the state. The final budget is presented to the Board of Trustees for adoption in September of each year.

# Resource Allocation at College of the Sequoias

Unrestricted Funds – allocation can be looked at as a three-legged stool:



All Resource Allocation Requests will include rationale and evidence that link to District Mission, Goals, Objectives, SAO's and/or SLO's

### In addition:

- Occasionally, large ONE-TIME unrestricted resources/funds become available to the General Fund (start and end dates vary):
- VP Administration and President will draft expenditure proposal
  - Budget Committee will review, revise, and approve
  - Senior Management will review with affected administrators and constituents, revise, and approve
  - Budget committee will review again and approve
  - DGS\* will review and approve
  - Board will review draft, then approve at the following Board meeting

### Model for Integrated Planning



- \* IC = Instructional Council
- \* DGS = District Governance Senate
- \*\* Resource allocations can also be made outside of program review to meet strategic plan goals per Resource Allocation Manual

### Timeline and Process for Base Budget Development

<i>January of each year</i>	<p>Board of Trustees reviews the Governor’s January Budget and establishes Board priorities aligned with the District’s Objectives in the Strategic Plan for the coming fiscal year.</p> <p>District Governance Senate reviews the District Goals in the Master Plan, and District Objectives documented in the Strategic Plan.</p> <p>Fiscal Administrators draft budget assumptions to reflect District Objectives external realities, such as the level of state apportionment, and forward the budget assumptions to the Budget Committee.</p>
<i>February – May of each year</i>	<p>The Budget Committee reviews and revises the budget assumptions monthly as warranted based on new information;</p> <p>The Budget Committee will update the District Governance Senate on the status of the budget assumptions for the next fiscal year as needed.</p> <p>Fiscal Services builds a tentative budget and provides the District’s area managers with tentative allocations for the coming fiscal year.</p> <p>Departments or divisions may request budget transfers between account lines within their program.</p> <p>Departments or divisions may request additional ongoing base budget augmentations according to AP 3261.</p> <p>Additional staffing positions requested through program review are considered for funding according to AP 3261.</p> <p>The Vice President of Administrative Services schedules annual meeting(s) during the spring budget development period to communicate the District’s anticipated budget to all District constituencies.</p>
<i>June of each year</i>	<p>The Vice President of Administrative Services presents the tentative budget to the Board of Trustees for approval. The presentation includes links between the resource allocations and the District Goals and District Objectives.</p>
<i>July – August of each year</i>	<p>The Superintendent/President, Vice President of Administrative Services, and Fiscal Services Director/Officer adjust the proposed budget assumptions and the tentative budget as needed based on changes in the state budget.</p>
<i>September of each year</i>	<p>The Superintendent/President presents the final budget to the Board of Trustees. The presentation will include a description of the relationship between resource allocations and the District Objectives.</p> <p>The Board of Trustees approves the final budget.</p>

## Above-Base Resource Allocation Process

The Board of Trustees, through annual budget adoption, determines the amount of Above-Base Funds available for a fiscal year. Above-Base Funds are divided into four categories:

1. Instructional equipment
2. Non-instructional equipment
3. Facilities
4. Technology

The process for allocating Above-Base Funds is described below and summarized in the chart that follows the description.

Ongoing funding needs cannot be requested through the Above-Base Resource allocation process. Above-Base funding requests may not exceed 20% of the Above-Base funds available in the respective fiscal year. (Contact Fiscal Services for current year Above-Base allocated funds.) Requests in excess of 20% will be added to the Master Capital Projects List maintained by the Administrative Services Department. Example: if \$250,000 is allocated, requests will be funded up to \$50,000. If a particular request requires additional annual funding, the mechanism of meeting that ongoing funding requirement must be defined in the unit's program review.

Above-Base funding requests must be \$500 minimum. Requests below that dollar value should be met through the department or Service Area budgets.

Definitions of Above-Base Categories:

### Instructional Equipment:

Equipment purchased for instructional and/or library/learning resource center activities involving presentations and/or hands-on experience to enhance student learning and skills development.

"Equipment" shall mean tangible District property (excluding land and/or buildings and improvements thereon and licensed motor vehicles) of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes or expands an existing instructional program. Classroom furniture is included.

"Library Materials" shall mean books, periodicals, related ordering, processing, cataloging or binding costs or services, reference databases, cataloging and/or security systems, maps, documents, microforms, or prerecorded audio-visual resources for the benefit of student learning.

Examples: Books, library materials, classroom desks, classroom chairs, industrial technology equipment; machines and equipment used in instruction, such as cook-tops and gas ranges, sewing machines, welding machines, drafting printers, lab equipment, maps, and models.

Non-Instructional Equipment:

Equipment purchased to aid or enhance staff work or office spaces that is not used for instructional or resource center purposes. "Equipment" shall mean tangible District property (excluding land and/or buildings and improvements thereon) of a more or less permanent nature that cannot be easily lost, stolen, or destroyed.

Examples: Vehicles used to transport students or staff. Trailers used to transport any equipment. Gators, mowers, and golf carts. Equipment and tools used for maintenance, operations, custodial or grounds purposes. Office equipment, shelves and furniture, signage. Equipment and machinery not used for instructional purposes such as fax machines, calculators, and shredders.

Facilities:

Any facility improvement or renovations with a life of over one year; land and/or building improvements.

Examples: Storage sheds, improvements to curbing or walkways, adding room dividers or changing room layouts, carpeting, painting, window coverings, shelving or equipment storage that is built-in (attached to the structure), shade structures, athletic equipment of a permanent nature (pool springboard or cover, bleachers, etc.).

Technology (note: Technology can be either instructional equipment [for state funding purposes], or non-instructional):

Technology is software, hardware, and infrastructure that either directly or indirectly affect instruction, learning outcomes, and services within the College of the Sequoias campus community. For purposes of Above-based funding, any request that reasonably fits into the above definition will be considered "technology."

Examples: Software, hardware, or directly attached peripheral equipment. Audio visual equipment needed for the support of smart classrooms. Computers, laptops, wireless infrastructure, or wireless modems. Printers, phone systems, microphones, smart boards. Ceiling/wall projectors, video streaming, and recording equipment.

- a. NOTE: New technology hardware - computers, laptops, and tablets - require the equipment to be refreshed (replaced) every five years. If an Above Base Resource request is granted for computers, laptops, or tablets, this will trigger an automatic unrestricted General Fund discretionary base budget increase (annually) to the Technology budget for 20% of the Above Base allocation. Future refresh expenses for this technology will become the responsibility of the Technology Department. (Restricted Programs will continue to fund their own technology).

### Step 1

Requests for Above-Base Funds may be generated in one of two ways:

- Units may request Above-Base Funds through Program Review (Step 1A) or Units designated as a responsible party for a District Objective may request resources if funding is needed for the achievement of that District Objective (Step 1B).

**STEP 1A**  
Units evaluate their existing on-going budgets as well as request Above-Base resources through Institutional Program Review

**STEP 1B**  
Parties responsible for implementing a District Objective may request Above-Base resources if needed to accomplish the District Objective.

### Step 2

Divisions review the requests for Above-Base Funds in the program reviews and collaborate with faculty and staff to identify funds within the department, program, or division to fulfill the request. Any funding requests that cannot be fulfilled at the unit level are prioritized at the division level. A prioritized list is created for each of four categories (Instructional equipment, Non-instructional equipment, Facilities, and Technology) and these are forwarded to the appropriate Service Area manager (Vice President of Academic Services, Administrative Services, or Student Services, or the Superintendent/President).

**STEP 2**  
Divisions review funding requests, identify funds if possible, prioritize funding requests, and forward priorities to Service Area manager.

### Step 3

Service Area managers lead a review of the division's prioritized lists of requests for Above-Base Funds and collaborate with managers, faculty and staff to identify funds within the department, program, or division to fulfill the request. All remaining funding requests are prioritized at the Service Area level. The four Service Areas submit one prioritized list per Service Area (list includes Instructional Equipment, Non-instructional Equipment, Facilities, and Technology) which is forwarded to the Budget Committee. Each Service Area prioritized list will reflect the item description and amount as described in program review; resource requests should not be split up into multiple requests.

**STEP 3**  
Above-Base resource requests are prioritized within the Service Area. Those prioritized lists are sent to the Budget Committee for District-wide prioritization.

Instructional Council	Student Services Council	Administrative Services	President's Office
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#### Step 4

The Budget Committee receives the four lists of Service Area prioritized resource requests and forwards the technology requests to the Technology Committee and the facilities requests to the Dean of Facilities, and to the Facilities/Safety Council where applicable. These committees review the funding requests and conduct technical and feasibility assessments. If a resource request is deemed not feasible, the Budget Committee and the requesting party will be notified.

**STEP 4**  
The Budget Committee requests technical and feasibility assessments of requests for technology and facilities.

#### Step 5

With consideration of the Service Areas' prioritized lists and the Technology Committee's and Facilities Council's technical and feasibility assessments, the Budget Committee prepares a final lists of institutional priorities using the Resource Request Rubric included in this document. This rubric weighs the resource requests in each of the four categories based on the extent to which they are justified by:

- Program Review and alignment with District Objectives;
- Measurable course, program, or department outcomes;
- Connection to achieving the action;
- Documentation and data supporting the rationale for the action and the need for the resource request; and
- Rank on the Service Area prioritized lists.

*At its discretion, the Budget Committee may give priority to requests that reflect an external mandate or will correct a documented safety hazard.* The Budget Committee finalizes the lists of institutional priorities and forwards the information to the District Governance Senate.

**STEP 5**  
Budget Committee uses a rubric to prioritize the Above-Base resource requests and forwards the prioritized list to District Governance Senate.

### **Step 6**

The District Governance Senate reviews and discusses the list of institutional priorities and identifies items that should or could be funded through the available resources, such as grants, COS Foundation, and other partnerships. The District Governance Senate then prioritizes the list for Above-Base Funds and recommends these priorities to the Superintendent/President.

**STEP 6**  
District Governance Senate reviews the prioritized list  
and makes recommendation to Superintendent/  
President

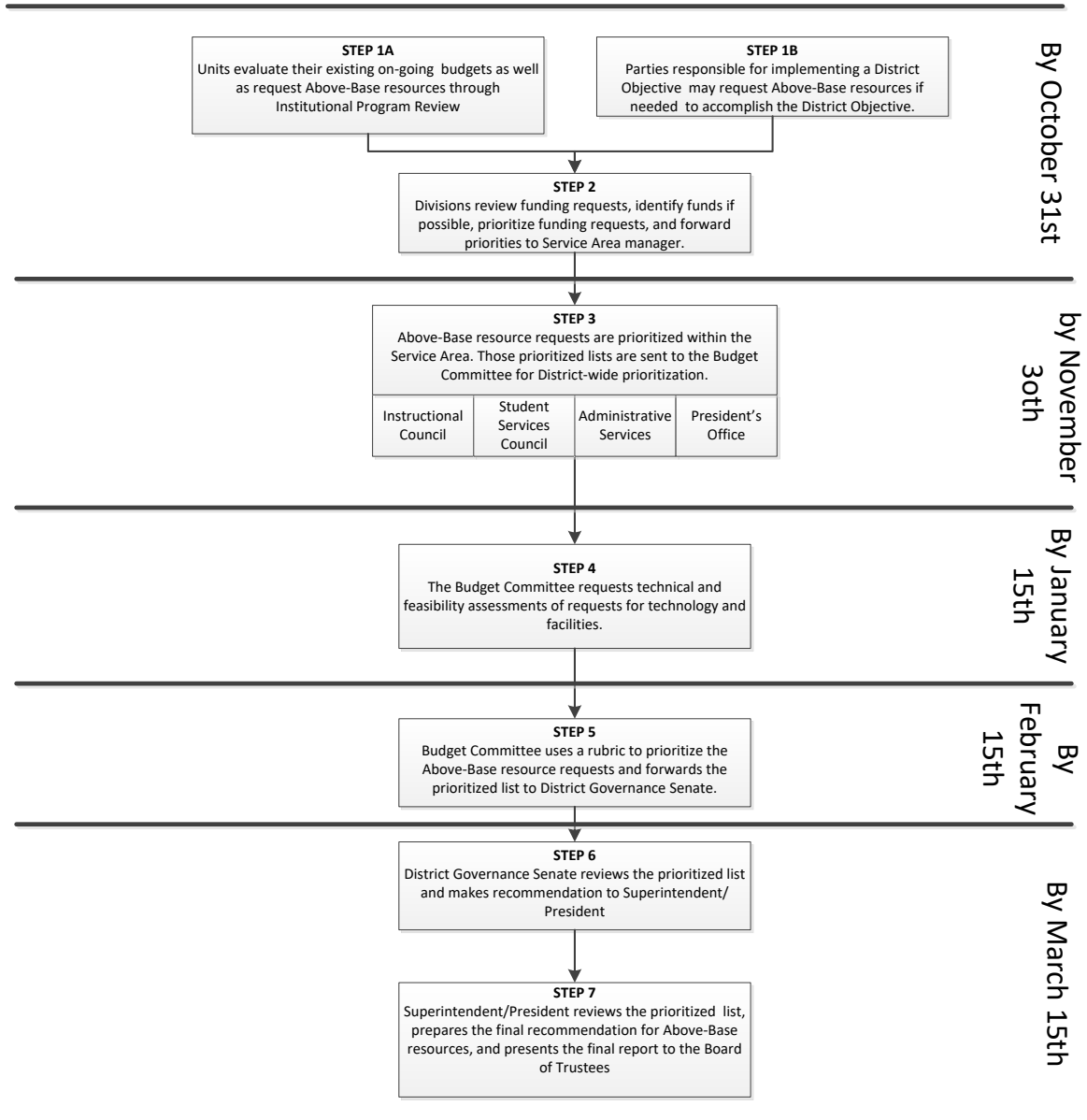
### **Step 7**

The Superintendent/President reviews the list of institutional priorities for Above-Base Funds recommended by the District Governance Senate with Senior Management. Following this dialogue, the Superintendent/President prepares the final list of institutional priorities as a report to the Board of Trustees. The report to the Board of Trustees notes that prioritized list decisions are based on links to outcomes (learning, service) and/or to District Objectives as identified in unit program review.

**STEP 7**  
Superintendent/President reviews the prioritized list,  
prepares the final recommendation for Above-Base  
resources, and presents the final report to the Board  
of Trustees

Through this process, the Above-Base Resource Allocation Process links financial planning to the District mission and integrates resource allocation with other processes in the District's cycle of integrated planning. When the process is completed, Administrative Services will create the budgets for the approved Above-base Funds, and the Vice Presidents and Superintendent/President (Service Area Managers) will oversee the expenditures of the budgets. Vice President of Administrative Services will notify Above-base applicants who are not granted Above-base allocations in a timely manner, in order for applicants to submit other funding requests that may be available.

# Above-Base Resource Allocation Process



**College of the Sequoias Budget Committee**  
**Rubric for Ranking Above-Base Funding Resource Requests**

Criteria	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Funding request is linked to District Objectives through its associated action.	Demonstrates significant link to District Objectives	Demonstrates moderate link to District Objectives	Demonstrates poor connection to District Objectives.	Demonstrates no connection to District Objectives
The action linked to the funding request is related to course/program/department outcomes.	Demonstrates significant link to multiple course/program/department outcomes	Demonstrates clear link to a course/program/department outcome	Demonstrates weak link to course/program/department outcome	Demonstrates no link to course/program/department outcome
Resource request is connected to achieving the action	Demonstrates significant need for the achievement of the action	Demonstrates moderate need for the achievement of the action	Demonstrates minimal need for the achievement of the action	Demonstrates no need for the achievement of the action
Data support the rationale for the action and need for resource request	Data significantly supports rationale for the action and need for resource request	Data moderately supports rationale for the action and need for resource request	Minimal data present with no clear connection to rationale for the action and need for resource request	No connection to rationale for the action or need for resource request
Funding request has been ranked by Service Area.	Demonstrates a high ranking in the top quartile by specific Service Area.	Demonstrates a ranking in the second quartile by specific Service Area.	Demonstrates a ranking in the third quartile by specific Service Area.	Demonstrates a ranking in the bottom quartile by specific Service Area

## Links between Resource Allocations and Planning

In the District's cycle of integrated planning, resources are allocated based on rationale that tie the request to either a Program Review or to District Objectives. Funding requests in Program Reviews are required to be related to the measurement of a student learning outcome, a service area outcome, or to a District Objective. The District Objectives in the Strategic Plan are derived from the District Goals, which in turn are based on the District mission.

The processes that link resource allocations to Program Review and District Objectives are:

1. Development of Budget Assumptions

The budget development process reinforces the link between institutional planning and resource allocations through the budget assumptions. In early spring, Fiscal Services and the Budget Committee drafts budget assumptions, reviews those draft assumptions with District Governance Senate, and modifies the assumptions as needed throughout the spring so that these reflect District Objectives as well as the impact of external decisions, such as the level of state apportionment.

2. Evaluation of Discretionary Base Budget Shifts

During the budget development process a unit may elect to re-allocate funds from one budget category to another within the unit's discretionary base budget. The unit area manager request will include a justification based on how this budget shift will support the unit's ability to address an issue identified in its Program Review and/or contribute to achievement of a District Objective. The unit area manager will contact fiscal services administration to implement the movement of funds.

3. Evaluation of Ongoing Discretionary Base Budget Requests and Staffing Requests

Requests for additional staffing are generated in program review and are linked to a learning outcome, a service area outcome, a District Objective, or the Strategic Plan. Requests for ongoing discretionary base budget funds are generated according to Administrative Procedure 3261, and links to outcomes and objectives are assessed by respective Service Area Administrators when prioritizing the requests for Senior Management Council review. All requests include a justification based on how this resource will support the unit's ability to accomplish an action in its program review or contribute to achievement of a District Objective.

4. Evaluation of Above-Base Funding Requests

Requests for Above-Base Funds may be justified by an issue identified in a Program Review or as necessary for the achievement of a District Objective. These justifications are considered at all levels in the process of prioritizing requests for Above-Base Funds and are included in the final prioritization for funding presented to the Board of Trustees.

## Effectiveness of Resource Allocations

To meet the Accreditation Standard I.B.9., the institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The District assesses the effective use of financial resources and uses the results of the evaluation as a basis for improvement. This evaluation and assessment is multi-faceted and includes three processes.

1. Report on Impact of Prior Year Above-Base Funding

The effectiveness of prior year's resource allocation of Above-Base Funds will be documented, citing how the resources improved the unit's effectiveness in serving students or moved the District toward achieving a District Objective. The Budget Committee reviews these justifications. Above-Base Funding, through program review, is included in the District's annual cycle of tracking the effective use of resources to improve institutional effectiveness.

2. Annual Report on the Master Plan

This annual report:

- Summarizes progress on District Objectives,
- Analyzes whether that progress was effective in moving the District toward achievement of District Goals, and
- Identifies the District Objectives that will be the basis for resource allocations in the coming year.

In these ways, this document is, in essence, a report on the District's effective use of its resources.

3. Program Review

As part of Program Review, the assessments of student learning outcomes and service area outcomes are annually assessed, documented in the District's software management system, and are evaluated as part of the subsequent year's Program Review. Since the measurement of these outcomes reflects how the District expends its human and fiscal resources, improvements in these outcomes demonstrate the District's effective use of its resources.

4. Effectiveness of Other Resource Allocations

When one-time unrestricted funds become available and are allocated as a one-time resource according to the Resource Allocation Manual, those funds will generally be assessed by the receiving department or division the following year through completion of Resource Allocation Assessment Memo.

## Evaluation of Resource Allocation Processes

The District uses two processes to comply with Accreditation Standard I.B.9. in the effectiveness of ongoing planning and resource allocation processes.

1. Annual Process Review by Budget Committee

By May of each year, the Budget Committee evaluates the resource allocation and budgeting processes and prepares a report for the District Governance Senate. This assessment is based on feedback from those participating in resource allocation requests, the Budget committee themselves as well as the committee members' reflections. The results of this annual process review may be the basis for improving the processes for the subsequent year. Any resulting significant changes to the processes will be presented during the annual budget forum to all District constituencies.

## **Budget Committee**

The function of the Budget Committee is to make recommendations regarding policies, planning, and other matters related to the District's fiscal resources. The co-chairs forward recommendations from this governance group to the District Governance Senate. After consideration of input from the District Governance Senate, and other recommendations, the Superintendent/President makes the final recommendations that are either implemented or submitted to the Board of Trustees for approval.

### **Purpose**

- Make recommendations to District Governance Senate on policies, planning, and other matters related to fiscal resources
- Review and revise budget assumptions that guide budget development
- Monitor the District's fiscal solvency
- Review the draft budget in its developmental stages
- Oversee, evaluate, and assess the budget development process including making recommendations for Above-Base Funds and the District's Faculty Obligation Number
- Provide budget analysis to the District Governance Senate
- Develop and maintain a process for ensuring that resource allocations are linked to District planning
- Annually monitor summary reports (resource allocation updates) showing how prior year's Above-Base Funds improved units' effectiveness in serving students or moved the District toward achieving a District Objective
- Review and discuss implementation of policies related to fiscal resources
- Serve as a forum for dialogue on ongoing fiscal activities, such as monthly and quarterly reports
- Review and share information on the state budget
- Conduct annual assessment of its own processes

### **Membership**

- Administrative co-chair appointed by Superintendent/President or his designee
- Faculty or staff co-chair elected from among members
- Vice-President of Administrative Services
- Three administrators appointed by the Superintendent/President or his/her designee
- Four full-time faculty appointed by Academic Senate
- One adjunct faculty appointed by the adjunct faculty
- Two classified employees appointed by the classified employees
- One confidential employee appointed by the Superintendent/President or his/her designee
- Two student representatives appointed by the Student Senate
- Non-voting member: Fiscal Services Administrator or designee



## **Board Policies and Administrative Procedures Related to Resource Allocations**

Board Policy 6200 Budget Preparation

Administrative Procedure 6200 Budget Preparation

Board Policy 6250 Budget Preparation

Administrative Procedure 6250 Budget Management

Board Policy 6300 Fiscal Management

Administrative Procedure 6300 Fiscal Management

Board Policy 6400 Audits

Administrative Procedure 6400 Audits

Board Policy 3260 Program Review

Administrative Procedure 3261 Requests for Personnel, Budget Augmentations, Facilities, and/or Equipment

Administrative Procedure 3262 Selecting and Ranking Faculty

Administrative Procedure 3263 Submitting and Ranking Tenure Track Student Services Instructional and Non-instructional Faculty Vacancies