STATE CENTER
COMMUNITY COLLEGE DISTRICT

# 2012-2013

# Integrated Planning Manual

# DRAFT

# SCCCD Mission Statement

State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

# SCCCD Vision Statement

State Center Community college District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry who are well prepared professionally and personally to contribute to our community.

# District Strategic Goals

## Strategic Goal : Student Success
SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

## Strategic Goal 2: Student Access
SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

## Strategic Goal 3: Teaching and Learning Effectiveness
SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.

## Strategic Goal 4: Economic and Workforce Development

SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.

## Strategic Goal 5: Communication
SCCCD is committed to open and clear communication among its constituent groups and with its external communities.

## Strategic Goal 6: Organizational Effectiveness
SCCCD is committed to continually improving its organizational process to ensure its institutional effectiveness and accountability.

## Strategic Goal 7: Community and Resource Development

SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.

# Table of Contents

## Contents

# INTRODUCTION

The *State Center Community College District Integrated Planning Manual* is a guide to integrated planning at the District level. The processes described in this manual identify the ways that constituent groups participate in and contribute to District-level long–term and short-term planning.

This document begins with a description of State Center Community College District's (SCCCD) integrated planning model. Following that overview is a description of the process and timeline for each component in the model. This planning manual and other planning and assessment documents are located on the district intranet for review.

Each of the SCCCD entities, Fresno City College, Reedley College, and Willow International, also have an integrated planning process in which the components are linked to one another. The campus level planning processes link to District-level planning in two ways:

- The District Strategic Goals establish the districtwide institutional objectives. The campuses in turn adopt these objectives and develop action plans that collaboratively contribute to the achievement of the District Strategic Goals.

- The annual progress report details progress on the District Strategic Goals

and District Objectives as well as campus goals and objectives.

The Vice Chancellor of Educational Services and Institutional Effectiveness is responsible for ensuring the *State Center Community College DistrictIntegrated Planning Manual* is reviewed and updated annually to maintain credibility as a valuable resource. The annual update prepared by the District Strategic Planning Committee (DSPC) reflects minor changes, such as descriptions, timelines or processes. In addition to this annual review of content, the planning processes described in this document are evaluated every four years. The assessment is part of SCCCD's assessment of its decision-making processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of this document.

As an overview, the assessment includes gathering input districtwide and then using those results to prepare an assessment report that is submitted to the Chancellor's Cabinet. DSPC reviews the assessment report and recommends revisions to Chancellor's Cabinet on planning processes as warranted based on that assessment.

The *State Center Community College DistrictIntegrated Planning Manual* is then updated to reflect any agreed-upon changes in the planning process. Through these two review processes, one completed on an annual basis and one completed over four years, this document is

maintained to reflect the inevitable changes in planning processes that are to be expected as part of SCCCD's cycle of continuous quality improvement.

## INTEGRATED PLANNING MODEL

The SCCCD integrated planning model  depicts how the components in the District-level planning process link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. In this way, SCCCD's planning practices demonstrateinstitutional effectiveness and a cycle of continuous quality improvement.

Research is central to the SCCCD integrated planning model because plans are based on data, and plan outcomes are assessed using quantitative and qualitative data. In addition to research, the other components of the SCCCD integrated planning model are as follows:

- The SCCCD Mission Statement describes the intended student population and the services that SCCCD provides to the community. As such, this statement is the touchstone for all planning processes.

- SCCCD analyzes demographics to foresee challenges and opportunities (external scans) and compares its current status to the SCCCD Mission Statement (internal scans) to develop a District Strategic Plan.

- Based on what is learned through the preparation of the District Strategic Plan, District Strategic Goals and Objectives are collaboratively developed and approved by the Board of Trustees to serve as institutional goals that articulate how SCCCD intends to address current and anticipated challenges.

- The District Strategic Plan uses the District Strategic Goals (institutional goals) to derive District Objectives. The District Objectives describe specific initiatives to be undertaken to achieve the District Strategic Goals that require collaboration and coordination among District services and campus administrators, faculty, and staff. The initiatives to be undertaken at each site,intended to contribute to the achievement of the District
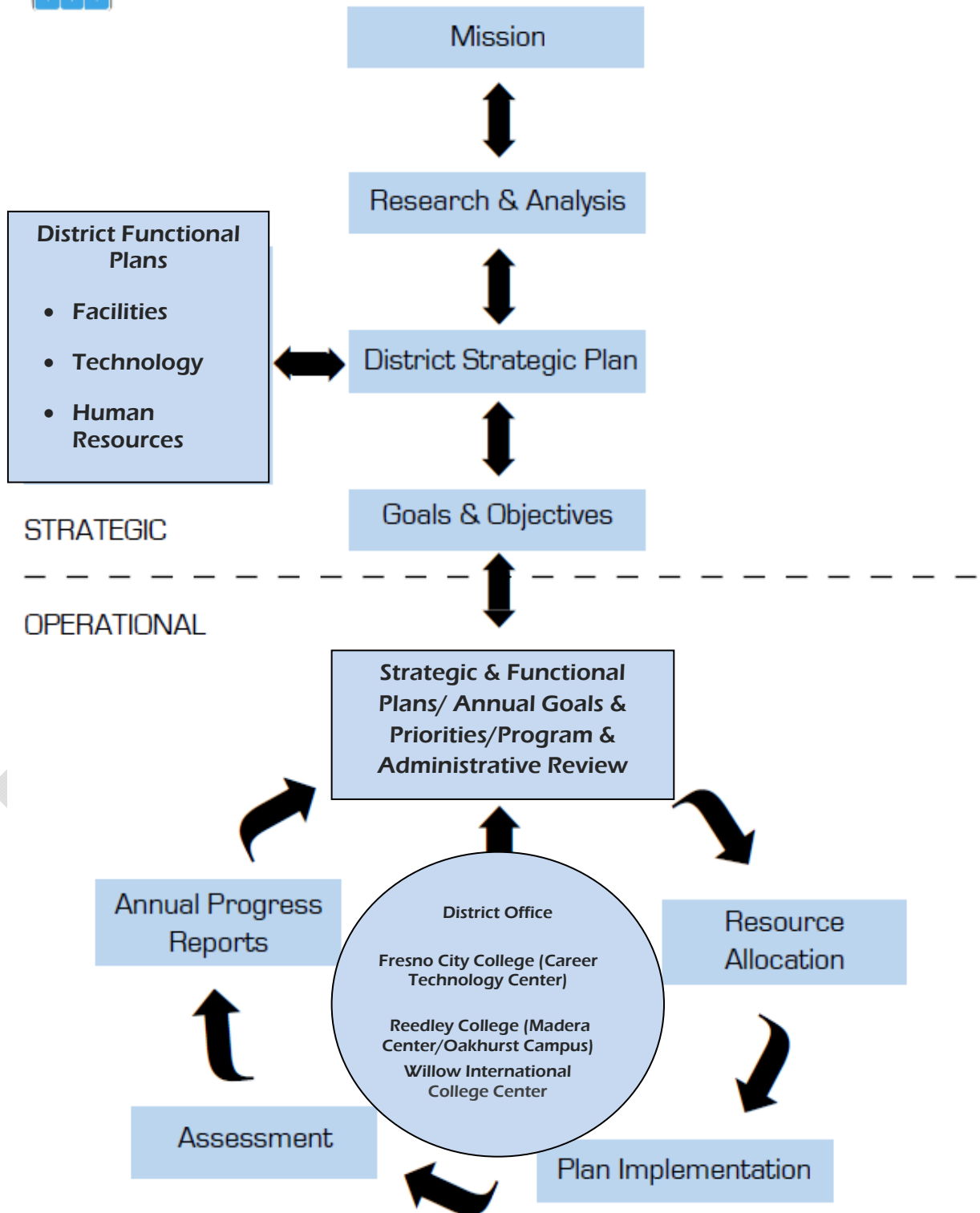
Strategic Goals, are documented in campus and center Strategic Plans and in the Administrative Services Unit Reviews (ASUR).

- TheAdministrative Services Unit Reviews(ASUR) include a thorough analysis of data and a plan for each Administrative Service Unit. This process tracks the efforts of each Administrative Service Unit to continuously improve the quality of the services provided by the District services to the campuses and to other District Services Units.

- District resources are allocated based on the process outlined in the State Center Community College District Resource Allocation Model. Each college/center and Administrative Services Unit then allocates resources based on their respective strategic plan and local processes. In addition, the Districtwide Budget and Resource Allocation Committee (DBRAC) sets aside funds, as allowable based on each budget year, to support special projects identified through the integrated planning process."

- Once resources are allocated, Administrative Services Units and the campuses implement the plans as developed at the local site and identified in the site Strategic Plan.

- SCCCD assesses in two ways: (1) an annual assessment of progress on the District Strategic Goals and Objectives and (2) assessment and decision-making processes on a four-year cycle. The assessments inform the Strategic Plans and the Administrative Services Unit Review.

# SCCCD District Integrated Planning Model

Mission

↑↓

Research & Analysis

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**District Functional Plans**

- **Facilities**
- **Technology**
- **Human Resources**

↔ District Strategic Plan

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STRATEGIC

Goals & Objectives

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

OPERATIONAL

↑↓

**Strategic & Functional Plans/ Annual Goals & Priorities/Program & Administrative Review**

**District Office**

**Fresno City College (Career Technology Center)**

**Reedley College (Madera Center/Oakhurst Campus)**

**Willow International College Center**

Annual Progress Reports

Resource Allocation

Assessment

Plan Implementation

05/10/12

# Fresno City College Integrated Planning Process



**Mission**
Vision • Values

Evaluation

Strategic Plan/ Annual Priority Goals by SPC

Unit Priority Goals

Progress Reports to SPC

Unit Strategies

NO RESOURCES NEEDED

RESOURCES NEEDED

Action Plans

Implementation

Program Review Recommendations *(if available)*

SPC Approval Process

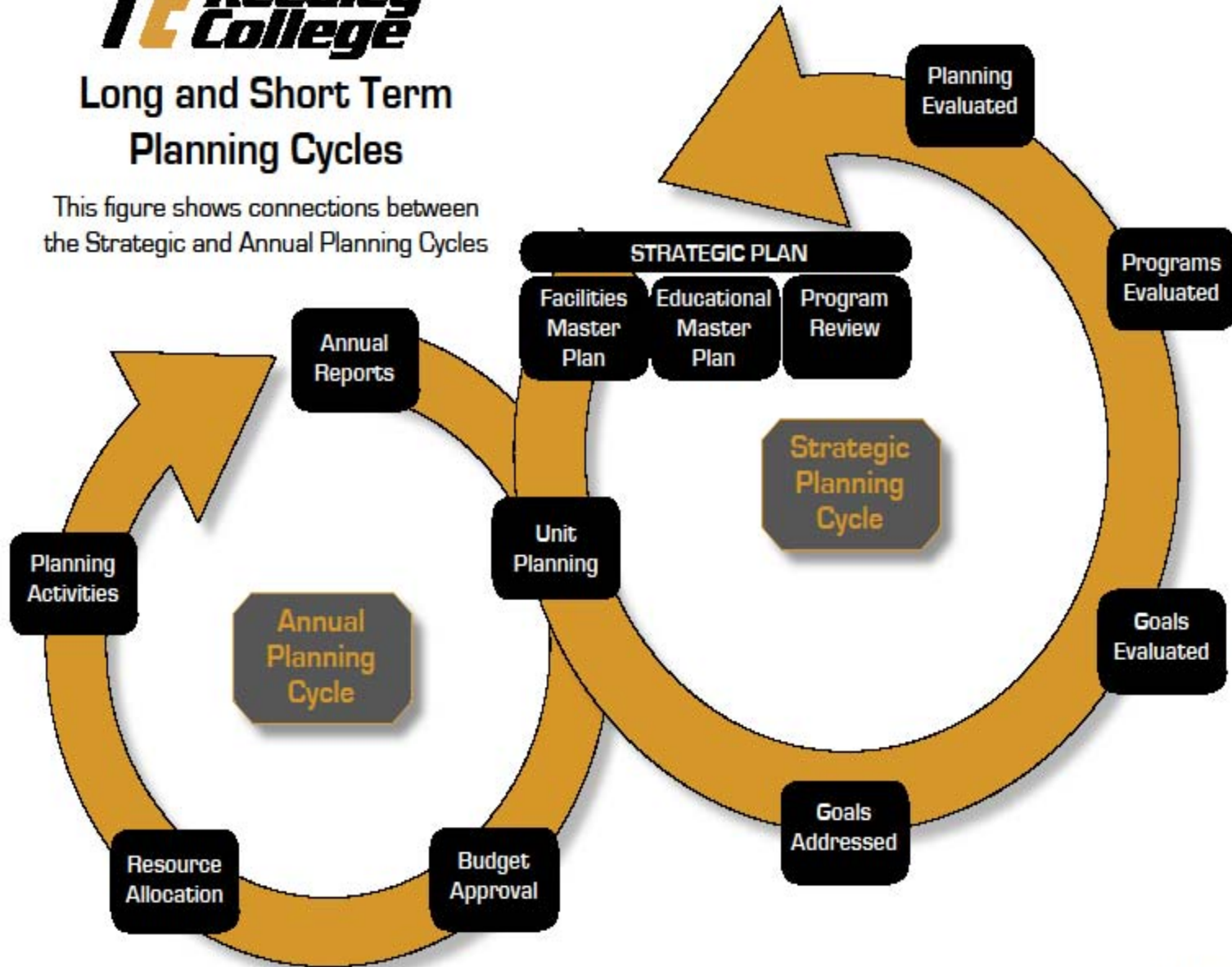Advisory Committees Resource Allocation Recommendations
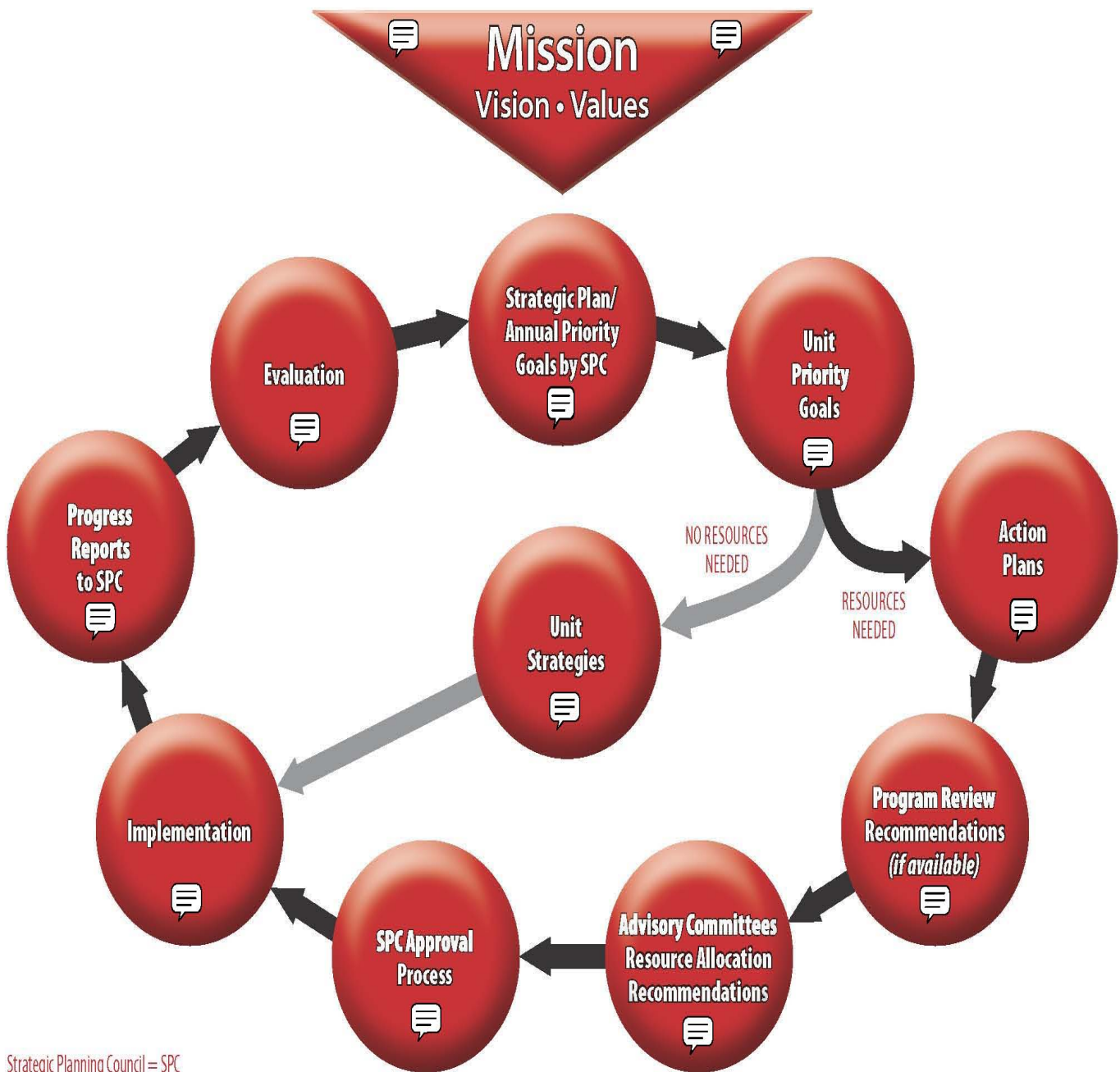
Strategic Planning Council = SPC

SPC Adopted 3-10-11

# Reedley College

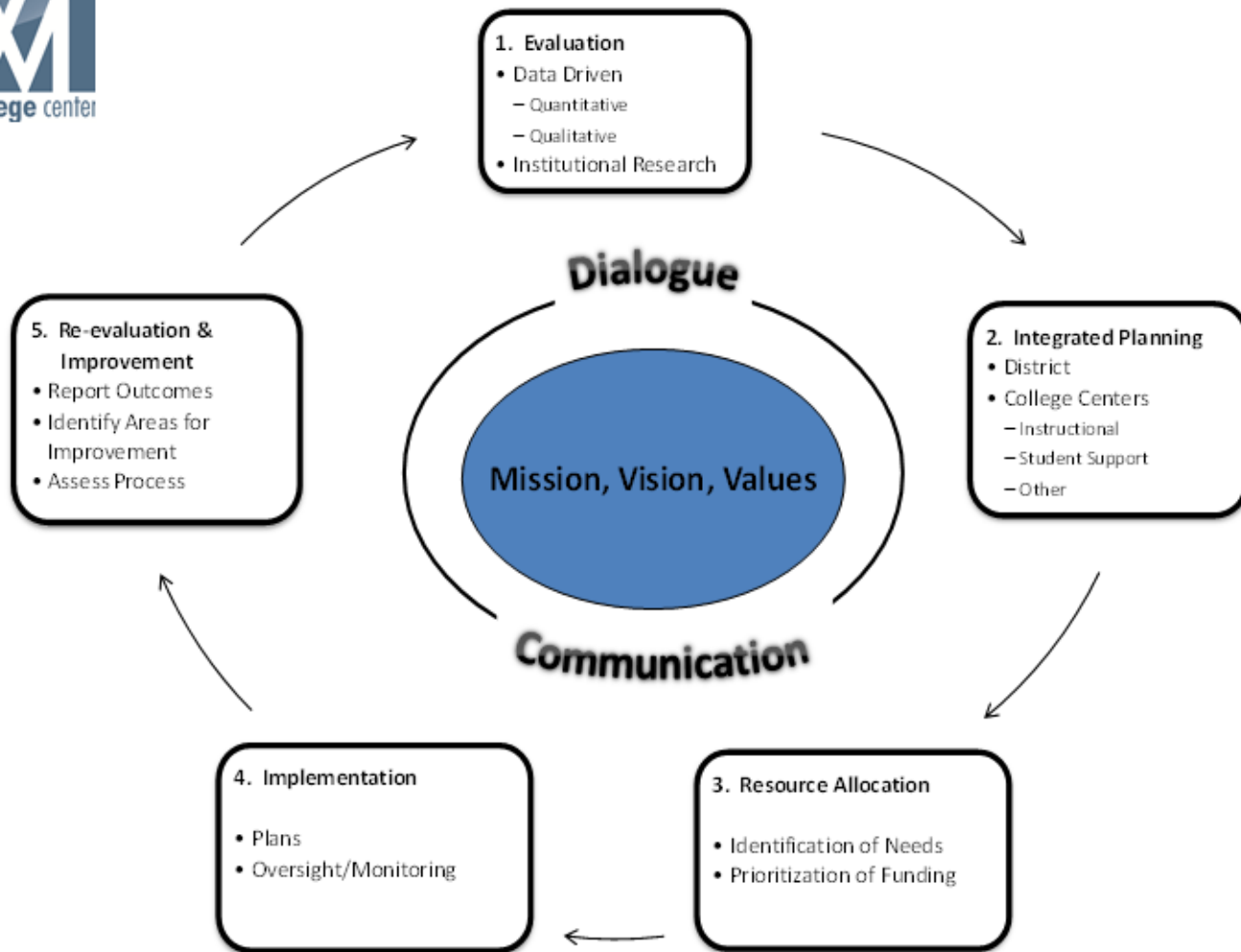## Long and Short Term Planning Cycles

This figure shows connections between the Strategic and Annual Planning Cycles

**STRATEGIC PLAN**

- Facilities Master Plan
- Educational Master Plan
- Program Review

**Strategic Planning Cycle**
- Planning Evaluated
- Programs Evaluated
- Goals Evaluated
- Goals Addressed

**Annual Planning Cycle**
- Annual Reports
- Unit Planning
- Planning Activities
- Resource Allocation
- Budget Approval

Review

4/27/12

Continuous Improvement – Collaborative Decision Making Process

**WILLOW INTERNATIONAL COMMUNITY college center**

**Dialogue**

**Communication**

**Mission, Vision, Values**

1. Evaluation
• Data Driven
 – Quantitative
 – Qualitative
• Institutional Research

2. Integrated Planning
• District
• College Centers
 – Instructional
 – Student Support
 – Other

3. Resource Allocation
• Identification of Needs
• Prioritization of Funding

4. Implementation
• Plans
• Oversight/Monitoring

5. Re-evaluation & Improvement
• Report Outcomes
• Identify Areas for Improvement
• Assess Process

# SCCCD MISSION STATEMENT

The SCCCD Mission Statement is the touchstone for the planning process in that it describes the intended student population and the services that SCCCD provides to the community.

SCCCD reviews its Mission Statement every four years during the development of the District Strategic Plan. The Mission Statement was most recently reviewed and approved by the Board of Trustees on June 5, 2012.  DSPC reviews the Mission Statement annually and will refer it to the Chancellor's Cabinet if any revisions are recommended.

The current SCCCD Mission Statement is:

*State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees,  university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.*

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a district and college mission statement is:

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1.  The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2.  The mission statement is approved by the governing board and published.

3.  Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution's mission is central to institutional planning and decision making.

# TIMELINE AND PROCESS FOR REVIEW OF THE MISSION STATEMENT

**January 2012, 2016**
The Board of Trustees charges the Chancellor with developing and implementing a process for a Districtwide review of the District Mission Statement. The District Strategic Planning Committee reviews data and suggests changes to the SCCCD Mission Statement along with a justification or rationale for the suggestion.

**February 2012, 2016**
The District Strategic Planning Committee reviews the suggested changes and either
(1) Recommends revisions to the SCCCD Mission Statement or
(2) Recommends the Mission Statement remain the same

**March 2012, 2016**
The District Strategic Planning Committee solicits feedback through the Charrette regarding recommendedmodifications to the SCCCD Mission Statement.

**May 2012, 2016**
Based on the feedback, the District Strategic Planning Committee recommends revisions to or recommends reaffirmation of the SCCCD Mission Statement to the Chancellor.

**June2012, 2016**
The Chancellor considers the recommendation and if he/she approves, recommends the revised or reaffirmed SCCCD Mission Statement to the Board of Trustees for approval.

If the Chancellor does not approve, collaboration and compromise continues until he/she approves.

Once agreement is reached, the Chancellor recommends the revised SCCCD Mission Statement to the Board of Trustees for approval.

# 2012-2016 STATE CENTER COMMUNITY COLLEGE DISTRICTSTRATEGIC PLAN

The *2012-2016 State Center Community College District Strategic Plan* is SCCCD's short-term plan.

The District Objectives describe the specific initiatives to be undertaken to achieve the District Strategic Plan that require collaboration and coordination among District Services and campus administrators, faculty, staff and students. The initiatives to be undertaken at each site that contribute to the achievement of the District Strategic Objectives are documented in the campus and centers' Strategic Plans, functional plans and in the District Services Administrative Reviews.

The *2012-2016State Center Community College District Strategic Plan was* developed in spring 2012, with implementation beginning in fall 2012, and will be in place until the next Strategic Plan is developed for 2016.

The format for the *2012-2016State CenterCommunity College District Strategic Plan* is presented in the table on page 14. The primary components in this plan are:

- **District Strategic Goals**developed as part of the *2012-2016State Center Community College District Strategic Plan.* The District Strategic Goals are institutional goals and, as such, are broad statements that articulate how SCCCD intends to address current and anticipated challenges.

- **District Objectives** describe more specifically those initiatives undertaken to achieve the District Strategic Goals that require collaboration and coordination among District Services and campus administrators, faculty, staff and students.

- **District Action Plans** describe in step-by-step sequence how the District Objectives will be accomplished and assessed. Each Action Plan includes a timeline for completion and the assignment of the group or office responsible for implementing the action.

- **Responsible Party** identifies the group or office assigned with the responsibility to launch, oversee and complete the Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan. The assignment of a responsible group or office is essential for accountability.

- **Outcome** is a brief statement describing theresults of the Action Plans, and is completed for an Annual Progress Report.

- **Implications for Next Year's Action Plans** is also completed for the annual Progress Reportand is used to describe adjustments that may be needed if the outcome described in the previouscolumn requires changes to subsequent Action Plans.

**Example of a District Strategic Objective and its components:**

| 3.Teaching and Learning Effectiveness<br>SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Action Steps** | **Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)* | **Success Measures** | **Timeline** | **Responsibility** |
| 3.1 Create a comprehensive Basic Skills Delivery Plan. | 3.1a Maintain or create embedded tutoring and supplemental-instruction programs at all campuses and centers. | TBD | 3.1a Increases in successful course completion rates, ESL improvement rates, and basic skills improvement rates. | 3.1aTo be measured each March. | 3.1aBasic Skills Committee Chair. |

# TIMELINE AND PROCESS FOR REVIEW FOR THE

# DEVELOPMENTOF THE 2012-2016 STATE CENTER COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN

**January 2012, 2016**

The Board of Trustees participates in a Visioning process to develop a vision for the Strategic Plan. The District Strategic Planning Committee begins preparing the *2012-2016State Center Community College District Strategic Plan*.

**February 2012, 2016**

The Board of Trustees invites internal stakeholders to a Strategic Conversation to discuss the themes from their Visioning Process. The findings from the Strategic Conversation provide data for the community Charrette which will involve internal and external stakeholders in addressing the next strategic plan.

**March 2012, 2016**

The District Strategic Planning Committee reviews a comprehensive data portfolio, and the quantitative and qualitative data from the Visioning, Strategic Conversation, and Charrette. Based on this review, the District Strategic Planning Committee develops District Objectives and Action Plans for the next four years. The Action Plans identify specific tasks, timelines for completion, and the group or office responsible for completing each task.

- The District Strategic Planning Committee uses data to prepare the final *2012-2016State Center Community College Districtwide Strategic Plan* and forwards the final draft to the Chancellor.

- If the Chancellor approves, the *2012-2016State Center Community College Districtwide Strategic Plan* is presented to the Board of Trustees. If the Chancellor does not approve, collaboration and compromise continues until he/she approves.

- The *2012-2016State Center Community College Districtwide Strategic Plan* is implemented beginning in the Fall semester.

# Planning Calendar and Timeline for Updated SCCCD Strategic Plan

**Timeline for SCCCD Strategic Plan**

District Timeline runs from Fall 2012 – Fall 2016

College Timeline run from Fall 2013 to Fall 2017

**District Only**

| Date | Duties | Area |
|------|--------|------|
| March 2011 | Survey for minor updates<br><br>Timeline Created | District |
| April 2011 | 1st Draft | District |
| May 2011 | Final Draft | District |
| June 2011 | Present to the Board update on the 2008 Strategic Plan | District |
| July 2011 | Board approval of timeline<br><br>And final draft which includes minor revisions | District |
| Aug. - January 2012 | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. | District |
| February 2012 | Charrette & all survey information gathered | District |
| April 2012 | 1st Draft | District |

| | | |
|---|---|---|
| May 2012 | Final Draft | |
| June 2012 | Board approval of Strategic Plan for District | District/Board |
| July 2012 | Implementation of new District Strategic Plan | District |
| Aug. – January 2013 | Annual scan for District (1$^{st}$ year) | District |
| March 2013 | Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to Board | District |
| June 2013 | Annual report to Board on District Strategic Plan | District/Board |
| Aug. – January 2014 | Annual scan for district (2$^{nd}$ year) | District |
| March 2014 | Summary of results from annual scan, review of results from 1$^{st}$ year report, recommended changes made to the Board. (these are minor updates) | District |
| June 2014 | Minor revisions/updates to the District Strategic Plan are presented to the Board | District/Board |
| July 2014 | Implementation of changes to District Strategic Plan | District |
| Aug. - January 2015 | Annual scan for District (3rd year) | District |
| March 2015 | Summary of results from annual scan, review of results from 1$^{st}$ year report, recommended changes made to the Board. (these are minor | District |

| | updates) | |
|---|---|---|
| June 2015 | Minor revisions/updates to the District Strategic Plan are presented to the Board | District/Board |
| July 2015 | Implementation of changes to District Strategic Plan | District |
| Aug. - January 2016 | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4$^{th}$ year) | District |
| February 2016 | Charrette & all survey information gathered | District |
| April 2016 | 1$^{st}$ Draft | District |
| May 2016 | Final Draft | |
| June 2016 | Board approval of Strategic Plan for District | District/Board |
| July 2016 | Implementation of new District Strategic Plan | District |

## Colleges and Centers Only

| Date | Duties | Area |
|---|---|---|
| June 2012 | District Strategic Plan is approved | Board/District |
| Aug. – January 2013 | Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District | Colleges |

| | Strategic Plan goals. | |
|---|---|---|
| February 2013 | Charrette, all survey information gathered | Colleges |
| March 2013 | 1st Draft | Colleges |
| May 2013 | Final Draft<br><br>Presentation to appropriate constituency groups | Colleges |
| June 2013 | Board presentation of Strategic Plan for each college/center | College/Board |
| July 2013 | Implementation of College/ Center Strategic Plans | Colleges |
| Aug. – January 2014 | Annual Scan for Colleges (1st year) | |
| March 2014 | Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council | Colleges |
| May 2014 | Reports to constituency groups and College Council | Colleges |
| Aug. – January 2015 | Annual scan for Colleges/Centers (2nd year) | Colleges |
| March 2015 | Summary of results from annual scan, review of results from 1st year report, recommend changes to the board. (minor revisions) | Colleges |
| May 2015 | Changes given to constituency groups, College Council and the Board | Colleges/Board |
| June 2015 | Board approval | Board |

| July 2015 | Implementation of modified College/Center Strategic Plans | Colleges |
|---|---|---|
| August 2015 – January 2016 | Annual scan for Colleges/Centers (3$^{rd}$ year) | Colleges |
| March 2016 | Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council | Colleges |
| May 2016 | Changes or report given to College Council and constituency groups. | Colleges |
| June 2016 | District Strategic Plan is approved | Board/District |
| August 2016 - January 2017 | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4$^{th}$ year) Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals. | Colleges |
| February 2017 | Charrette, all survey information gathered | Colleges |
| March 2017 | 1$^{st}$ Draft | Colleges |

**Approved by the Board of Trustees on July 5, 2011.**

## DISTRICT ADMINISTRATIVE SERVICES UNIT REVIEW (ASUR)

The District Administrative Services Unit Review is the annual program review process for centralized services.

The purpose of this process is to analyze and track the efforts of each District Administrative Services Unit to continually improve the qualityof the services provided to the campuses and to other District servicesdepartments. The three components of the District ServicesAdministrative Unit Review are:

1. The first component is analysis of quantitative and qualitative data that reflect the services'strengths and weaknesses relative to meeting established standards, advancing the SCCCDmission, and supporting District Strategic Goals and District Objectives.

2. The second component is a report on the progress made in achieving the previous year's plans.

3. A plan is developed for the coming year (a) to sustain or improve theservices provided and (b) to contribute to the achievement of the District Strategic Plan.

The District Services that implement this review process are:

- Fall 2011: Information Systems, State Center Consortium, Center for International Trade, International Education, Grants, and Admissions & Records/Institutional Research.

- Spring 2012: Environmental Health & Safety and Police.

- Fall 2012: Purchasing/Accounts Payable and Maintenance Services.

- Spring 2013: Human Resources, Personnel Commission, and Accounting Services/Accounts Receivables.

- Fall 2013: Educational Services & Institutional Effectiveness, Payroll and Transportation.

- Spring 2014: Grounds Services and Warehouse.

- Fall 2014: Office of the Chancellor/ Public & Legislative Relations/ Foundation, Office of Finance and Administration, and Construction Services.

Resources are allocated to District Administrative Services Units in accordance with the SCCCD resource allocation model described in the "Resource Allocation" section of this Manual. These resources are divided among the individual District Administrative Services Units based on current needs and plans for improvement. Requests for distribution of allocations within District Services departments presented to the Districtwide Budget Resource Allocation Committee (DBRAC) for discussion and recommendations to the Chancellor.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the District's Administrative Services Reviews are:

- Standard LB.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

- Standard IILA.5. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

- Standard IILB.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

- Standard IILC.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.

- Standard IILD.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

**TIMELINE AND PROCESS FOR DISTRICT ADMINISTRATIVE**

**SERVICES UNIT REVIEWS**

District Administrative Service Units gathers data as needed to document progress on the prior year's plan as well as feedback on the District Administrative Units programs and services from a Districtwide Satisfaction Survey.

The self study teams involve all members of a unit and the supervisor who collaborate to draft the District Administrative Services Unit Review for the area. This review includes:

- Analysis of the data to identify strengths and weaknesses by comparing performance to standards;
- Identification of links to the SCCCD Mission Statement, District Strategic Goals and District Objectives;
- Strategies to address identified weaknesses, advance the mission, and support District Strategic Goals and District Objectives; and
- Requests for funding as needed to implement the strategies identified in this review.

Managers, in collaboration with their supervising Associate Vice Chancellor or Vice Chancellor, develop the draft District Administrative Services Unit Review with other members of the unit and create venues for discussions of the draft.This includes the development of a long-term plan on a 4 year cycle and an annual operational work plan.

The Associate Vice Chancellors and Vice Chancellors and Managers consider the feedback and make revisions as warranted.



The Managers present the District Administrative Services Unit Reviews to the Response Team, who provides commendations and recommendations.

The Managers make final revisions to the document based on feedback from the Response Team and the final document is submitted to the Chancellor.
Requests for funding are submitted to the Chancellor and the District Budget and Resources Allocation Committee for prioritization to Chancellor's Cabinet.

## RESOURCE ALLOCATION

Resource allocations align with the SCCCD Mission Statement and link District Strategic Goals and DistrictObjectives to the resources needed to accomplish these institutional goals.

The description in this *State Center Community College DistrictIntegrated Planning Manual* is an overviewof the resource allocation model and budget development process. The factors that determine the distribution of funds to the SCCCD entities are summarized in the following charts followed by the timeline and process for developing theannual budget. A detailed description of this model is presented in the *State CenterCommunity College District Resource Allocation Handbook 2012-2013.*

## Background

The district has historically utilized an incremental budget approach for the fiscal allocation process. Each year, the allocation process begins with rolling forward the prior year's adjusted baseallocation. Permanent adjustments are made for new positions, COLA adjustments, growthfunding, step & column increases, payroll tax, benefit rate changes, utilities and insuranceincreases, etc. In recent years, adjustments for workload (funding) reductions have beenallocated to the various cost centers as well.

During fiscal year 2011-12, in an attempt to improve our resource allocation process and toincorporate integrated planning, the chancellor created the Districtwide Resource

AllocationModel Taskforce (DRAMT). The DRAMT's charge was to develop and recommend a resourceallocation model that defines the process for allocating fiscal resources to the SCCCD entities of the district. The model should be focused on fiscal resources, with the long-range goal of addressing all resources including human, physical and technology. The current draft of the resource allocation model includes Phase I, which identifies the cost centers within the district and the amount of funding that will be allocated to each area. The draft of Phase I was presented to the Board of Trustees in April 2012. In fall 2012, Phase II will be completed and will address misc. funding streams, health fees and lottery. Once Phase II is completed, the comprehensive resource allocation model will be presented by the Vice Chancellor of Finance & Administration. The newly developed allocation model will be reviewed, evaluated, and considered for implementation for the 2013-14 fiscal year. The model will also help ensure a fully developed integrated budget allocation process is established.

The DRAMT is comprised of districtwide representation encompassing the following:

- Vice Chancellor Finance & Administration (Chair)
- Administration
- College Business Officer (CBO)
- Classified Senate
- California School Employees Association (CSEA)
- Faculty/Academic Senate
- Director of Finance
- Students

This taskforce's composition was consciously determined to ensure broad representation in thedevelopment of the resource allocation model.

## Elements of the New Allocation Model

The model is designed to be formula-driven, easily understood, flexible and responsive,adequately documented and communicated, and equitable. The allocation model addresses thedistribution of resources at a districtwide level and is not prescriptive in how funds are to be spent at the various cost centers. The district acknowledges differences between its colleges/centers/sites and recognizes the colleges' need to direct their resources based on their own strategic plans, visions, and goals in meeting the needs of their diverse populations and constituencies. The colleges have separate and specific budget development processes unique to each site, reflecting their organizational culture and priorities. It is at this level the budget must be tied to the district's and each college's strategic plan and address accreditation requirements.

## Revenue

The budget allocation model is designed solely for the distribution of unrestricted general fundrevenue and takes into consideration as to how we are currently funded by the state (SB-361).

Unrestricted general fund revenue will be distributed through this allocation model. Lotteryrevenue, student health fees, and other restricted sources of funding are allocated either by the state directly to a specific college, or the district has agreed on a separate allocation method for those funds. The primary sources of unrestricted general fund revenue include, but are not limited to, state apportionment for Full-Time Equivalent Students (FTES), property taxes, enrollment fees, non-resident tuition, interest income, and other miscellaneous revenues traditionally accounted for in the general fund.

## Cost Centers

The DRAMT first identified the need to address the issue of allocating resources based on a set of specifically defined cost centers. The DRAMT has determined certain cost centers will requirefunding priority in the allocation process due to the nature and function of the individual costcenters. The following cost centers were identified as a priority to allocate funding due to theunderstanding that the district cannot function without these costs being incurred.

- Integrated Planning Items
  Items approved by the Board and/or Chancellor's Cabinet for funding (such as districtwidetechnology, accreditation driven initiatives, etc.)

- Mandatory/Regulatory Costs
  Mandatory or Regulatory costs incurred by community college districts required by law,code, or contract. These costs include, but are not limited to, accreditation, audit,mandated costs, retiree health obligations, elections, and bond oversight.

- Fixed Districtwide Costs
  Operational costs incurred by community college districts necessary and fixed in nature. These costs include, but are not limited to, utilities, property/liability insurance, andsoftware licensing agreements.

The DRAMT recognizes it is fiscally prudent to provide some services centrally through thedistrict office and operations. The centralized services provided should represent thoseoperational functions that can be most effectively and efficiently administered in a centralized fashion. The allocation model provides the resources necessary to support the district office and operations costs by assessing an amount to each college/center/site in proportion to the allocation provided to each college/center/site.

- District Office – Operations
  Examples of the district office and operations departments are the board of trustees,chancellor's office, legal, human resources, personnel commission, information systems,finance, payroll, purchasing, operations and maintenance, grounds, police and safety, andother activities that support the district as a whole and cannot be conveniently oreconomically be assigned to a college/center/site.

The remaining cost centers recognized by the DRAMT are the district's colleges, centers, andsites. It was determined each of these unique locations would follow the state's funding formula (SB361) to be allocated resources based on two levels. The first level is the basic allocation that provides a flat amount based on a set of ranges of FTES for each college and center. The second level is an amount paid per each FTES generated by the colleges/centers/sites up to a maximum funded level for the district.

- Colleges/Centers/Sites
  Colleges - Fresno City College, Reedley College
  Centers – Career TechnologyCenter (FCC), MaderaCenter (RC), and Willow-International College Center (RC)
  Sites – Oakhurst Campus (RC)

## Allocation Process

### Revenue

Unrestricted general fund revenues will be estimated by the district office finance department,based on information made available by the State Chancellor's Office, the governor's proposedbudget, and any other financial sources. Once the available revenue has been determined, theallocation model will provide the mechanism for allocating the resources to the various costcenters.

### Off-The-Top Funded Items

The DRAMT determined specific cost center allocations should be made first (off-the-top) fromthe total available resources. In order of priority, the following cost centers would be allocatedthe needed funds to operate:

1. Integrated Planning Items
2. Mandatory/Regulatory Costs

3. Districtwide Fixed Costs

## Allocation of Revenue to Colleges/Centers/Sites

The allocation model utilizes the (SB 361) funding formula to distribute state generalapportionment revenue to the colleges/centers/sites. Each college and center receives a basicallocation based upon college size; while each college/center/site receives funding for credit
FTES, non-credit FTES, and Career Development and College Preparation (CDCP) non-credit
FTES using state funded rates. Apportionment revenue is allocated to the colleges/centers/sitesin the same manner as it is received from the state.

## Basic Allocation

Each college and center shall receive an annual basic allocation as prescribed by the SB361funding formula. The annual basic allocation may be adjusted each year by a state-funded cost of living adjustment (COLA). FTES funding levels are subject to workload adjustments.

| Multi-College Funding Levels (FTES) | Basic Allocation Amount | SCCCD # |
|---|---|---|
| Colleges > 18,472 | $4,428,727 | 0 |
| Colleges > 9,236 | $3,875,136 | 2 |
| Colleges <= 9,236 | $3,321,545 | 0 |
| State Approved Centers | $1,107,182 | 3 |

## Full-Time Equivalent Students (FTES) Allocation

Each college shall receive base revenues for credit, non-credit, and CDCP non-credit FTES equalto the state-prescribed base rates multiplied by its number of funded base FTES in each category. These allocations may be adjusted each year by the State Chancellor's Office. The model will utilize the colleges/centers/sites FTES from the prior year's annual CCFS-320 attendance report.

| FTES Type | Funded Amount per FTES |
|---|---|
| Credit | $4,565 |
| | $2,745 |

| Non-Credit | |
| --- | --- |
| Non-Credit (CDCP) | $3,232 |

## Assessment to Colleges/Centers/Sites for District Office/Operations Services

Each college will be assessed for the district office/operations services based on eachcollege/center/site's proportionate share of funding received from the basic and FTES allocation. The district office/operations cost center will be provided a percentage of the total available unrestricted general fund revenues. The percentage was calculated by taking the district office/operations allocation divided by the total districtwide allocation for the 2011-12 allocationworksheet. As an integral part of the budget development process, this cost center allocation will be reviewed and evaluated on a regular basis. Any change in future allocations beyond state prescribed COLA will be evaluated by the District Budget and Resource Allocation Committee (DBRAC) as needed.

## Final Allocation to Colleges/Centers/Sites

The last step of the allocation process is to distribute any final adjustment to thecolleges/centers/sites based on the remaining unallocated balance of the total availableunrestricted general fund revenue. This amount could either be an increase or decrease to theoverall allocation to the colleges/centers/sites. The distribution would be in proportion to eachcollege/center/site's share of the total allocation. In doing so, the total available resources willhave been distributed to the recognized cost centers.

## Summary

Overall, this allocation model addresses the basic principles for a budget funding allocation asprescribed in the accreditation process. It utilizes formulas and variables meaningfully studied,readily defined, easily measured, and consistently reported. Annually, the model shall bereviewed and evaluated by the District Budget and Resource Allocation Committee (DBRAC) andrevised accordingly as acknowledged in the operational agreement.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocationprocesses are:

- Standard LB.3. The institution assesses progress toward achieving its stated goals and makesdecisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycleof evaluation, integrated planning, resource

allocation, implementation, and reevaluation. Evaluation isbased on analyses of both quantitative and qualitative data.

- Standard IILD.3. The institution systematically assesses the effective use of financial resources anduses the results of the evaluation as the basis for improvement.

## TIMELINE AND PROCESS FOR RESOURCE DEVELOPMENT

**January 2012. 2013**
- The business office generates a preliminary projected cost of salaries and benefits for the budget year and sends this information to college/centers for review.

**February 2012. 2013**
- The Chancellor/Vice Chancellor of Finance & Administration presents a budget workshop.
  - Update on current year budget
  - Reviews the governor's January budget
    - Estimated state funding
    - Projected funded Credit FTES
    - Review reserves

> - ▪ Proposed guiding principles
> - • Board of Trustees approves budget calendar at the February Board meeting

**March2012. 2013**
- • During the annual Board Retreat, staff reviews the current budget, the tentative budget assumptions, proposed strategies, and the proposed lottery decision packages

**April2012. 2013**
- • The tentative budget is developed.
- • The Board of Trustees adopts the lottery decision package at the April Board meeting.

**May 2012. 2013**
- • Vice Chancellor of Finance and Administration reviews state budget changes in the May Revise and incorporates those changes into the finalbudget.

**June 2012. 2013**
- • The tentative budget is presented to the Board of Trustees for adoption and implications from the May Revise are discussed.

**September 2012. 2013**
- • The final budget is presented to the Board of Trustees for approval.
- • Open hearing for the public on the final budget.

## STRATEGIC PLAN IMPLEMENTATION

Through the development of the Districtwide Strategic Plan, an office or group is assigned responsibility for each Action Plan. The responsible group or office may complete the Action Plan or may collaborate with others to complete the Action Plan.

To ensure implementation of the identified activities that will move SCCCD toward accomplishment of the District

Strategic Goalsand Objectives, the responsible parties shall:

- Manage the timelines for the plan component;

- Develop appropriate processes;

- Identify and address funding needs through site-specific resource allocation processes or fromfunds identified to address District Strategic Goals or District Objectives;

- Provide data and other types of evidence to assess the levels of success following planimplementation; and

- Document the activities and outcomes to contribute to the preparation of the annual ProgressReport.

The annual Progress Report described in the next section informs the District community about the outcomes of plan implementation.

## ASSESSMENT OF PROGRESS ON DISTRICT STRATEGIC DIRECTIONS

A Progress Report is produced annually to inform the internal community about movement toward achievement of theDistrict Strategic Goals.

Three tasks will be accomplished through the development of this progress report:

- Consolidate information about the tasks that have been completed by all SCCCD entities;

- Analyze those outcomes in terms of their effectiveness in moving SCCCD toward achievement ofthe District Strategic Goals; and

- Edit or augment Action Plans for the coming year as needed based on the outcomes of the currentyear's work.

There will be annual progress reports reported at the end of the spring and presented each fall to the Board of Trustees for the District Strategic Plan.

The annual Progress Report is an essential accountability tool in the SCCCD integrated planning process because itreinforces and sustains a districtwide dialogue on its long-term and short-term goals.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annualProgress Reports are:

> B. Improving Institutional Effectiveness
>
> The institution demonstrates a conscious effort to produce and support student learning, measures that learning,assesses how well learning is occurring, and makes changes to improve student learning. The institution alsoorganizes its key processes and allocates its resources to effectively support student learning. The institutiondemonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2)evidence of institution and program performance. The institution uses ongoing and systematic evaluation andplanning to refine its key processes and improve student learning.
>
> 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
>
> 2. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
>
> 3. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

## TIMELINE AND PROCESS FOR ASSESSING PROGRESS ON

## DISTRICT STRATEGIC GOALS

**February 2013**
The District Strategic Planning Committee develops or revises the template for the annual SCCCD Progress Report.

> **April 2013**
> The District Strategic Planning Committee calls for:
> - Responsible parties identified in the District Strategic Plan to report on progress on the Action Plans and
> - Campuses to report and evaluate the outcomes of activities undertaken to contribute to achievement of the District Strategic Goals.

> The reports are consolidated by the District Strategic Planning Committee to create a draft SCCCD Progress Report that includes the reports of progress as well as an analysis of the effectiveness of the activities in fulfilling the District Strategic Goals.
>
> The District Strategic Planning Committee reviews the SCCCD Progress Report, adds comments if appropriate, and forwards the document to the Chancellor's Cabinet.

> **July-August2013**
> - The Chair of the District Strategic Planning Committee presents the draft SCCCD Progress Report to Chancellor's Cabinet for review and comment. Suggested changes are incorporated as warranted.
> - The Chair of the District Strategic Planning Committee presents the final SCCCD Progress Report to the Board of Trustees for information.
> - The annual SCCCD Progress Report is distributed as appropriate to both internal and external constituencies online and/or in print.

## ASSESSMENT OF PLANNING AND DECISION-MAKING PROCESSES

SCCCD assesses its planning and decision-making processes in keeping with the ACCJC standards on institutionaleffectiveness.

A formal assessment of planning and decision-making processes is conducted every four years. The assessmentincludes gathering districtwide input and using that feedback to prepare an

assessment report that is submitted tothe District Strategic Planning Committee. The District Strategic Planning Committee reviews the assessment report and recommendsrevisions to planning and decision-making processes as warranted based on the assessment. These recommendations are forwarded to the District Participatory Governance Committee (official name TBD), who is responsible for forwarding recommendations to the Chancellor. The Chancellor considersthe recommendation and approved changes are documented with revisions to the *State Center CommunityCollege DistrictIntegrated Planning Manual.*

To maintain credibility as a valuable resource, the current version of the *State Center Community CollegeDistrict Integrated Planning Manual* is reviewed and updated annually by the District Strategic Planning Committee's ad hoc committee on Integrated Planning to capture minor changes, such as in descriptions, timelines, or processes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planningand decision-making processes are:

Standard 1. B.6. The institution assures the effectiveness of its ongoing planning and resource allocationprocesses by systematically reviewing and modifying, as appropriate, all parts of the cycle, includinginstitutional and other research efforts.

Standard IV. A.5. The role of leadership and the institution's governance and decision-making structures andprocesses are regularly evaluated to assure their integrity and effectiveness. The institution widelycommunicates the results of these evaluations and uses them as the basis for improvement.

**TIMELINE AND PROCESS FOR ASSESSING THE PLANNING**

**ANDDECISION-MAKING PROCESSES**

**September 2012, 2016**

The District Strategic Planning Committee convenes a Planning and Decision-Making Processes Workgroup comprised of representatives from districtwide committees.The Planning and Decision-Making Processes Workgroup develops a mechanism for soliciting feedback on the components of the integrated planning model and decision-making processes from the groups and individuals who are directly involved in implementing planning and decision-making. The workgroup presents this process to the District Participatory Governance Committee (official name TBD).

**October 2012, 2016**

Feedback from the District Participatory Governance Committee (official name TBD) about the process for soliciting feedback is incorporated and the Planning and Decision-Making Processes Workgroup implements the process.

**November-December 2012, 2016**

The Planning and Decision-Making Processes Workgroup considers the feedback from the groups and individuals who are directly involved in implementing planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This Report may include recommended changes to the planning and/or decision-making processes.

The Planning and Decision-Making Process Workgroup forwards the Planning and Decision-making Processes Assessment Report to the District Participatory Governance Committee (official name TBD) for review and comment. The Planning and Decision-Making Process Workgroup incorporates the feedback as warranted and forwards the Planning and Decision-making Processes Assessment Report to the Chancellor.

**February  2013, 2017**

The Chancellor reviews the Planning and Decision-making Processes Assessment Report with the District Strategic Planning Committee and determines which changes will be made in the planning and decision-making processes, if any.

The District Strategic Planning Committee prepares an information report on this assessment for the Board and the resulting changes to the planning and decision-making processes, if any. This report is also distributed Districtwide.

The District Strategic Planning Committee's ad hoc committee on Integrated Planning prepares an updated version of the *State Center County Community College District Integrated Planning Manual.*

*The SCCCD 2012-2013 Integrated Planning Manual template and language was adopted from the 2012 North Orange Community College Integrated Planning Manual.*