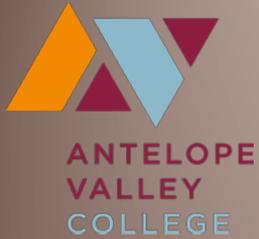# 2019-2020 Resource Allocation Process
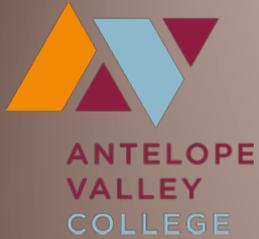
November 15, 2018

Topics

- Role of SPC & BC in Resource Allocation Process
- Process Improvements
- Budget Instructions
- Coordinating Departments
- Operational versus Academic Requests
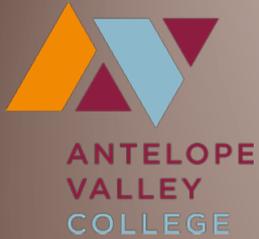- Rubric Review
- Key Dates

Role of SPC & BC

- Strategic Planning Committee is to ensure that planning is driving the resource allocation process

- Budget Committee develops the resource allocation and prioritization process in accordance with the planning process

Resource Allocation Process
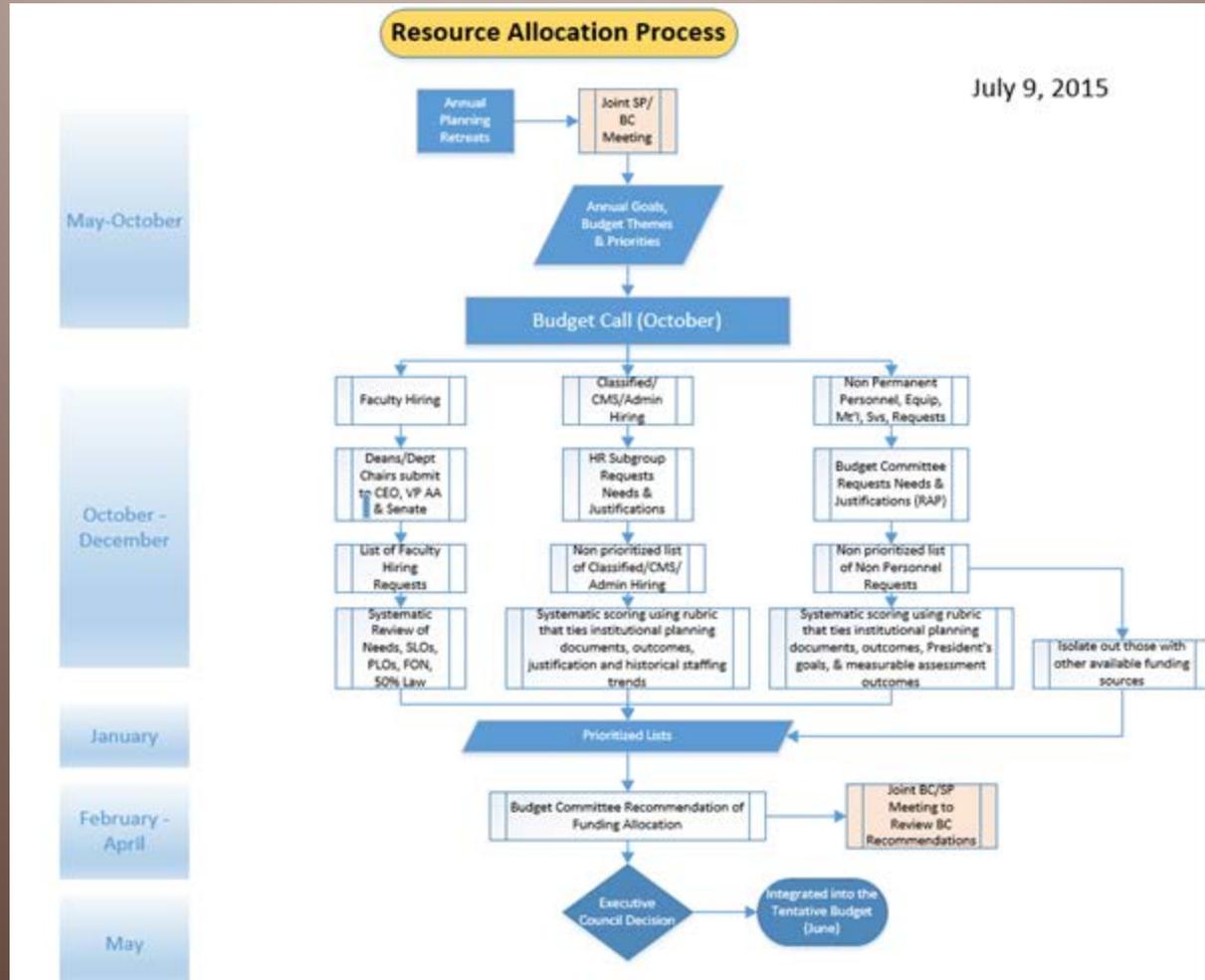
Process Improvement

- Resource Allocation Process is now automated online:
- https://webservices.avc.edu/?service=budget
- Rubric scoring weight higher on the EMP goals #1, #4, & #2 identified through the annual planning retreats.
- One-time requests for under $7,500 will go to the executive council member.
- All on-going and one-time $7,500 and above will go through the BC resource allocation process
- Requests that are funded above $100K will be required to submit a utilization report to BC at the end of the year
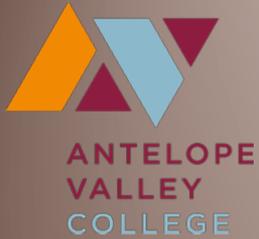
Utilization Report

- Requests that are funded above $100K will be required to submit a utilization report to Budget Committee at the end of the year

- Basically, a feedback loop/assessment tool to Budget Committee

- Describe how the funds enhanced your program goals and outcomes

- Outline major challenges or obstacles related to any unanticipated cost increases, less outcomes than expected, schedule/coordination delays, etc.
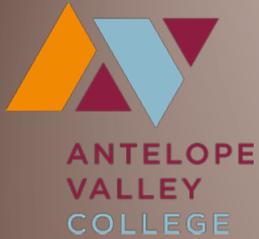
Budget Instructions

- Budget instructions have been developed for all roles
  - Requestor
  - Approver (Recommend that you read requestor instructions also)
  - Budget Committee Scorer
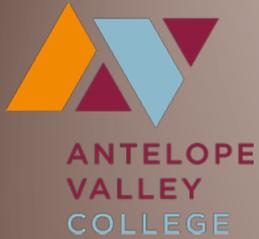
Coordinating Departments

- <u>Marketing:</u> Executive Director of Marketing & Public Relations

- <u>Financial Systems:</u> Executive Director of Business Services

- <u>Audio Visual Equipment or Information Technology Equipment:</u> Executive Director of Information Technology Services

- <u>Facility Alteration & Repair and Vehicles:</u> Executive Director of Facilities Planning
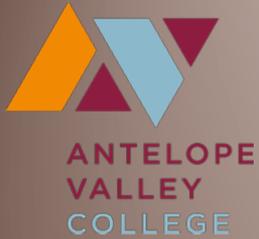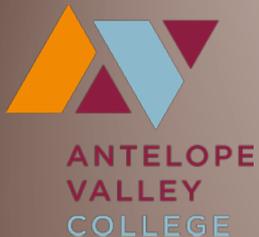
Operational versus Academic

- **Operational** is typically the general operation of the college. Meaning when the campus opens its doors there are things that must function in order for the college to operate, e.g., the facility, utilities, wi-fi, systems, networking, administration, etc. It is the indirect support to our educational and student support activities.

- **Academic/Non-Operational** is typically tied to the direct instruction of students or the support services that affect student learning outcomes and program learning outcomes. Typically it is tied to some sort of programs such as classroom that require instructional materials & equipment, counseling programs, library services, etc.
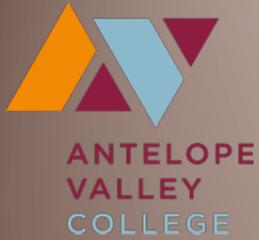
Evaluation Rubric Section I

Scoring Area	Related Components	Scoring
Section I: Planning Documents	- Program Review(PR)/ Annual Program Assessment (APA)	**<u>Max 30 Points:</u>**
	- Action Plan	0 points: No demonstrated need supported by PR/APA
	- Educational Master Plan	
	- Facilities Master Plan	15 points: Demonstrates need from Program by PR/APA
	- Technology Plan	
	- Human Resources Plan	
	- Other planning documents	30 points: Demonstrates need from PR/APA and linked to Outcomes

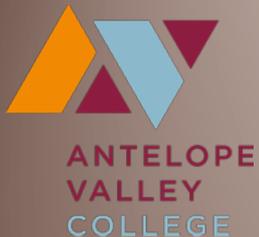# Evaluation Rubric Section II

		Academic/Non Operational	Operational
Section II: Alignment with Annual Institutional Goals	- Goals of the Educational Master Plan (Academic) - Operational/Institutional Goals (Operational)	*Max 29 Points: Sum the points for all institutional goals that the request supports*	*Max 29 Points: Sum the points for all operational goals that the request supports*
		7 points: Goal #1: Commitment to strengthen Institutional Effectiveness measures and practices	6 points: Maintaining Health/Safety
		7 points: Goal #2: Increase efficient and effective use of all resources (2.1-Technology, 2.2-Facilities, 2.3-Human Resources & 2.4-Business Services)	6 points: Ensuring Compliance
		5 points: Goal #3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	4 points: Enhancing Operational Support
		7 points: Goal #4: Advance more students to college-level coursework (4.1- Develop and implement effective placement tools)	5 points: EMP Goal #2-Efficient and Effective Use of Resources
		3 points: Goal #5: Align instructional programs to the skills identified by the labor market	4 points: Enhancing Community Partnerships
			4 points: Enhancing Technology Support

Evaluation Rubric Section III

III. Alignment with President's Goals	President's Goals	Max 21 Points: - 0 points if it does not support any of the goals - 11 points if it supports some of the goals - 21 points if it supports most of the goals
		*Supports successful preparation for mid-term report and full accreditation process
		*Supports the Guided Pathways Program
		*Supports completing facilities master plan build out of Measure AV projects
		*Supports a fully-integrated system of record continued implementation of all models
		* Supports completion of a 10-year educational master plan supported by a 3-year strategic plan
		* Supports increasing all outcomes on the Student Success Scorecard
		* Supports completely integrating class schedules that is sequenced for degree programs and supports student educational planning & completion
		* Supports completing a three-year integrated planning system that includes Strategic Plan, Facilities, Information Technology, Human Resources staffing, Marketing, Student Equity and Enrollment Management
		* Supports the new Palmdale Center expansion and Fox Field renovations to further workforce development support
		* Supports increasing enrollment of the bachelor's degree program
		* Supports expanding participation and streamlining the participatory governance structure of the college

Evaluation Rubric Section IV

Measurable Assessment Outcomes	- Outcomes Assessment	Max 20 Points: 0 points: No outcomes 10 points: Documented Measurable Outcome 20 points: Documented Measurable Outcome tied to SLO/PLO/ILO/OO

<u>Quantitative Methods</u> - produce data that shares facts or figures
Looks at questions that concern who, what, where, when
Matches with outcomes about knowledge and comprehension (define, classify, recall, recognize)
Examples of quantitative methods: survey, existing data, rubric (if assigning #'s), tracking system, observation, document analysis, KPI
<u>Qualitative Methods</u> - produce data with more depth and description
Looks at questions that concern why and/or how
Matches with outcomes about application, analysis, synthesis, evaluation
Examples of qualitative methods: focus group/interview, portfolio, rubric (if descriptive), visual methods, one-minute assessment, open-ended survey question, observation, document analysis, case study
<u>Mixed Methods</u>- assessment is not always completed with just one method
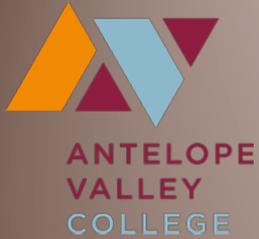
Key Dates

- *Joint SPC & BC Meeting*   *11/7/18*
- Budget Call Issued   11/12/18
- Request Due Date   1/18/19
- Prioritization Lists   3/27/19
- *Joint SPC & BC Meeting*   *4/24/19*
- Tentative Budget   6/10/19
- Adopted Budget   9/9/19
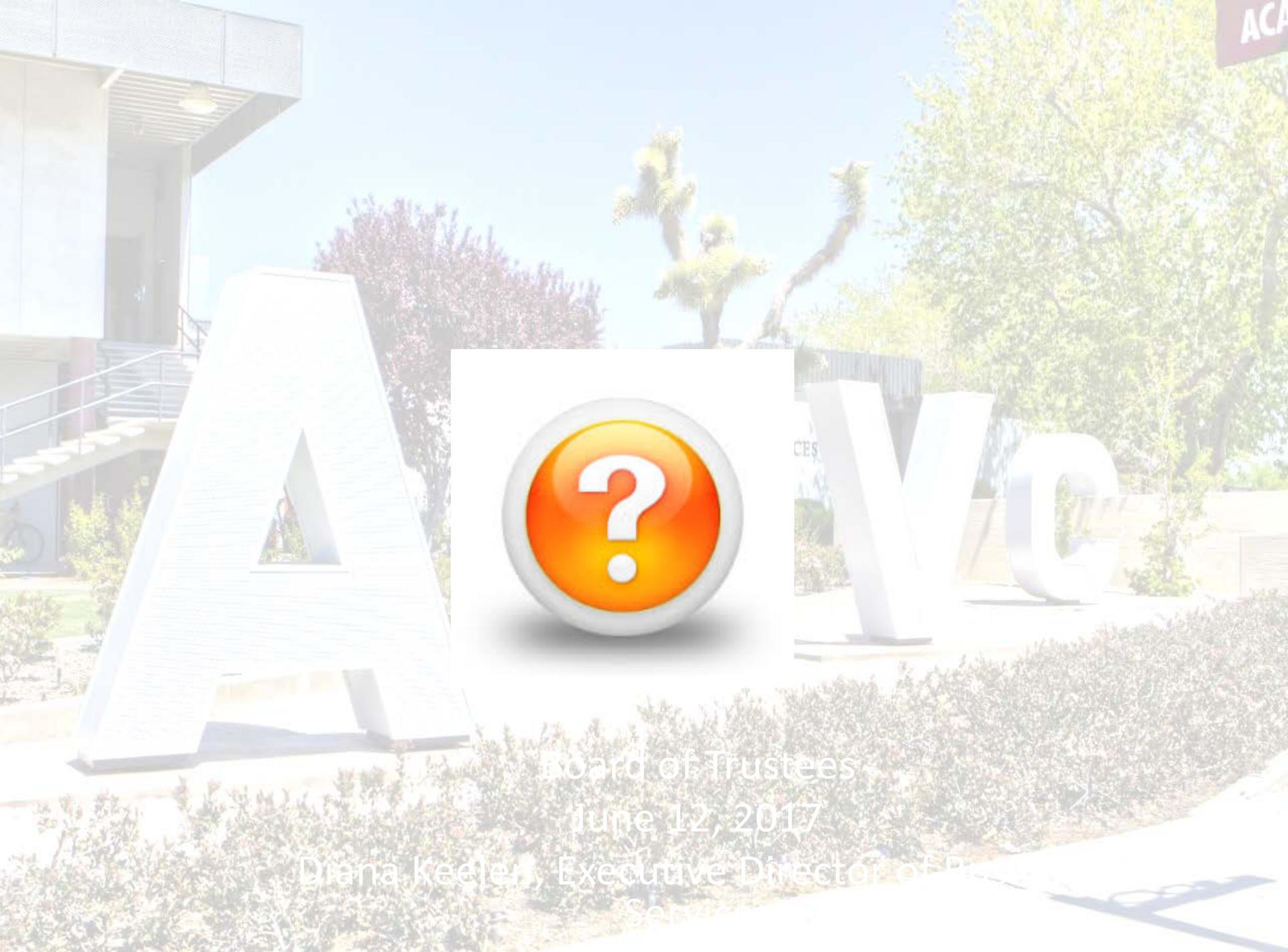
Board of Trustees
June 12, 2017
Diana Keelen, Executive Director of Business
Services