

ACADEMIC SENATE 2nd READING – MAY 2, 2013 - APPROVED

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE

BUSINESS & FISCAL AFFAIRS

CHAPTER 6

BUDGET DEVELOPMENT

AP 6200

Purpose

This administrative procedure is established to specify a budget development and preparation methodology that satisfies Board Policy 6200. Consistent with accreditation standards this administrative procedure further specifies how budget development and preparation is linked to institutional planning efforts and, therefore, how the District budget supports institutional goals. The process culminates in both the tentative and adopted budget presentations formally provided to the Board of Trustees annually in compliance with State-established deadlines.

Budget Development

As described in Administrative Procedure 1202, Implementing Institutional Effectiveness, budget development is aligned with an annual program review and planning process that ensures campus-wide efforts in maintaining institutional effectiveness are adequately resourced. The timeline of budget planning activities is aligned with State mandates:

Mandates

1. The fiscal year of the District is July 1 through June 30.
2. A budget development calendar is prepared annually by the District's chief financial officer, the Vice President of Administrative Services, for the upcoming fiscal year's planning and budgeting process.
3. The tentative budget is presented no later than July 1 per Title 5, §58305(a), and the adopted budget no later than September 15 per Title 5, §58305(c). Pursuant to Board Policy 6200, these budgets include a tentative list of revenue and expense expectations or budget assumptions developed by the Superintendent/President or his/her designee based on prevailing fiscal conditions and/or circumstances.
4. A public hearing on the budget shall be held on or before September 15 pursuant to Title 5, §58301.
5. On or before September 30, the District shall complete the preparation of its adopted annual financial and budget report.
6. On or before October 10, the District shall submit a copy of its adopted annual financial and budget report to the Chancellor's Office pursuant to Title 5, §58305(d).

7. Quarterly financial reports (aka *311Qs*) are presented to the Board of Trustees and to the Chancellor's Office.

8. Financial report *CCFS 311* is presented to the Board of Trustees annually.

Local Practices

1. The term *planning year* or *planning cycle* refers to the academic year during which program review and planning occurs. The term *budget year* or *fiscal year* refers to the year for which allocation requests are being made. Budgets are developed annually for the coming fiscal year in conjunction with the annual program review and planning process (aka *PRAISE¹ Report process*). For example, during planning year 2012-2013, PRAISE Reports and budget requests were completed for budget year 2013-2014.
2. In addition to adhering to State mandates and Board Policy 6200, specific criteria have been established to clarify how budget planning priorities are identified. A *planning category* is derived collaboratively within each unit and division by following the decision flow represented in Figure 1. Each planning category is aligned to a *funding priority category*:

PLANNING CATEGORY	FUNDING PRIORITY CATEGORY
<p>MANDATED Allocation requested is mandated by statute or regulatory agency.</p>	<p>HIGH PRIORITY Allocation requested must be funded. ALL requests identified as MANDATED will be given a HIGH PRIORITY.</p>
<p>RETURN TO BASE-LEVEL FUNCTIONING Allocation requested is necessary and/or sufficient, as well as likely to have a college-wide impact by enabling a return to the basic level of functioning.</p>	<p>MEDIUM PRIORITY Allocation requested is recommended for funding pursuant to its rank (collaboratively assigned within each division).</p>
<p>IMPROVE EFFICIENCY Allocation requested may enable an improvement in efficiency and, therefore, have a college-wide impact.</p>	<p>LOW PRIORITY Allocation requested is recommended for funding only if all medium priority requests are allocated.</p>
<p>INNOVATION Allocation requested may enable moving in a new direction, but is not necessary to address campus needs.</p>	<p>NOT A PRIORITY Allocation requested is not recommended for funding at this time, but should be routed to grants development personnel for possible alternative funding sources.</p>

3. As specified in Administrative Procedure 1202, the *Division Review* phase of annual program review and planning is a 2-tiered process. The first tier is comprised of unit-level planning through collaboration with line managers/administrators to summarize and prioritize across all units/disciplines under their charge. Those managers/administrators then collaborate with their respective Vice President in the second tier to further summarize progress and refine priorities for the Division overall.
4. For purposes of this AP, divisions and respective administrative positions and planning tiers are shown in Table 1 of *Appendix A*.

¹ **P**rogram **R**evue and **A**llocations for **I**nstitutional **S**trategies for **E**xcellence

5. The information in Table 1 of Appendix A may be periodically amended to reflect any changes made to positions or processes; also, changes may result from annual evaluation of this process to integrate improvements identified by the Finance, Budget, and Planning Committee (FBPC)—the governance entity charged with maintenance of this procedure and any of its Appendices in collaboration with the Vice President of Administrative Services.
6. Priorities will be derived collaboratively following the decision flow depicted in *Appendix B*, starting at the unit level, up through Tier 1 and through Tier 2. Responsible administrators will convene all program personnel to develop the output shown in Table 1 of *Appendix A*.
7. According to the [Program Review Handbook](#), the PRAISE Report templates for either instructional or non-instructional programs include:
 - a. an assessment of progress on Educational Master Plan (EMP) goals for the unit;
 - b. an evaluation of contributions (if any) to District strategic priorities as stated in the EMP for the unit; and
 - c. proposed improvements and direction for the coming year to justify budget allocation requests.
8. Each respective program review committee will manage PRAISE Report templates, which includes conducting an evaluation after every planning cycle, making the necessary improvements to the template, and distributing them to users at the start of each annual cycle.
9. Tier 1 and 2 summary forms will be provided to respective administrators annually by the Office of Institutional Effectiveness (OIE). The OIE will be responsible for managing the form, which includes conducting a user evaluation of the forms after every planning cycle, making the necessary improvements to the form, and distributing them to users at the start of each annual cycle.
10. The purpose of Tier 1 summaries is to reflect the planning and resource priorities derived by consensus within each division. These are then further prioritized across the entire college during Tier 2—the purpose of which is to compile a final list of resource priorities to be funded in the fiscal year being planned and more importantly, to develop a written summary of the strategic direction for the coming year.
11. Prioritized division requests will be systematically reviewed by the FBPC for the purpose of developing recommendations for funding to the Superintendent/President. The process developed and implemented by the FBPC for establishing these funding recommendations is as follows:
 - a. Following approval of the adopted budget by the Board of Trustees, the FBPC will be notified of the approximate funding available for augmentation requests.
 - b. A sub-committee of the FBPC will be formed that represents all groups on campus (students, staff, faculty, and management).

- c. Sub-committee members will be trained by fiscal services personnel in the procedures to be followed, and to establish norms for the rubric used.
 - d. Subcommittee will review, rate, and discuss division-level prioritized requests following a systematic method (see *Appendix C* for rubric) to assess alignment of planning and budget requests with strategic priorities from the most recent Educational Master Plan.
 - e. A final prioritized list of recommendations will then be shared with the whole FBPC for discussion, consensus, and routing of recommended priorities to the Superintendent/President for decision following participatory governance procedures pursuant to Administrative Procedure 1201.
 - f. This process is to be evaluated annually at the end of every cycle for the purposes of improving the next cycle.
12. The Superintendent/President will review recommendations from the FBPC and will ensure that any priorities selected for funding by the Superintendent/President will be incorporated into the budget for the coming fiscal year.
 13. The Superintendent/President or designee will provide feedback to the FBPC and the college community on decisions regarding funding recommendations pursuant to Administrative Procedure 1202.

References: Education Code Section 70902(b)(5); Title 5 Sections 58300 et seq.; ACCJC Accreditation Standard VI; VVCCD Board Policy 6200; VVCCD Administrative Procedure 1202; VVCCD Administrative Procedure 1201.

Appendix A

Table 1. Two-tiered Division Review – Units, Administrators, and Outputs (Planning cycle 2012-2013
(NI = Non-instructional; I = Instructional))

TIER 1			TIER 2		
UNIT	ADMIN	OUTPUT	UNIT	ADMIN	OUTPUT
Health, Public Safety, & Industrial Technologies (includes RPSTC)	Dean, Academic Programs	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for the administrative function ▪ Summary across all related instructional and non-instructional programs 	Instruction	Executive Vice President	<ul style="list-style-type: none"> ▪ Strategic Direction for Instructional Division ▪ Prioritized Budget Requests
Science, Technology, Engineering, and Math (STEM)	Dean, Academic Programs	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for the administrative function ▪ Summary across all related instructional and non-instructional programs 			
Humanities, Arts, and Social Sciences (includes Library)	Dean, Academic Programs	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for the administrative function ▪ Summary across all related instructional and non-instructional programs 			
Instruction Office	Dean, Academic Programs	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for the administrative function 			
Institutional Effectiveness and Research	Executive Dean	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) 			
Office of the Executive Vice President	Executive Vice President	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for administrative function ▪ PRAISE Report (NI) for administrative support Student Services 			
Office of Student Services	Dean, Student Services	<ul style="list-style-type: none"> ▪ PRAISE Report (NI) for administrative function ▪ Division Summary across all instructional and non-instructional functions and programs under charge 	Student Services	Executive Vice President	<ul style="list-style-type: none"> ▪ Strategic Direction for Student Services Division ▪ Prioritized Budget Requests

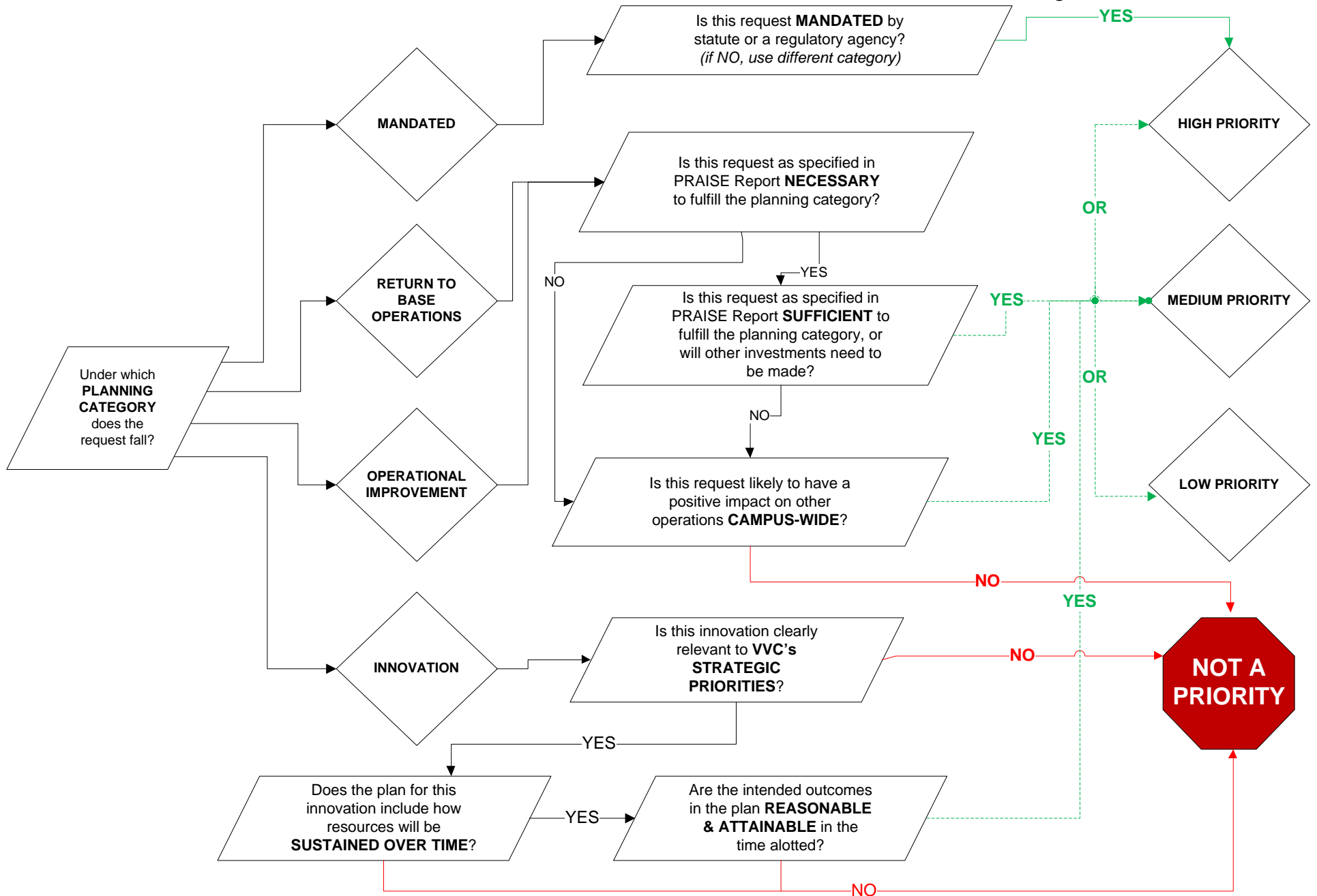
Appendix A

Table 1. Two-tiered Division Review – Units, Administrators, and Outputs
(NI = Non-instructional; I = Instructional)

TIER 1			TIER 2		
UNIT	ADMIN	UNIT	ADMIN	UNIT	ADMIN
Auxiliary Services/ Print Shop	Director	PRAISE Report (NI)	Administrative Services	Vice President	<ul style="list-style-type: none"> ▪ Strategic Direction for Administrative Services Division ▪ Prioritized Budget Requests
Facilities	Director	PRAISE Report (NI)			
Fiscal Services	Director	PRAISE Report (NI)			
Maintenance & Operations	Director	PRAISE Report (NI)			
Payroll	Director	PRAISE Report (NI)			
Technology & Information Resources	Executive Dean	PRAISE Report (NI)			
Instructional Media Services	Coordinator	PRAISE Report (NI)			
Management Information Systems	Director	PRAISE Report (NI)			
Office of the Vice President	Vice President	PRAISE Report (NI)			
Campus Police	Chief	PRAISE Report (NI)	Executive Office	Superintendent/ President	<ul style="list-style-type: none"> ▪ Strategic Direction for the Executive Office ▪ Prioritized Budget Requests ▪ Overall Strategic Direction for the College (aka Annual State of the College Report)
Human Resources Office	Vice President	PRAISE Report (NI)			
Office of the Superintendent/ President	Superintendent/ President	PRAISE Report (NI)			

Appendix B

Planning Priorities Decision Flow



Appendix C

Rubric for Evaluating Prioritized Augmentation Requests

FACTOR	POOR ①	SATISFACTORY ②	GOOD ③	EXCELLENT ④
Relevance of program EMP goal to Strategic Planning Priorities	Program EMP goal is not clearly linked to any of the 7 Strategic Priorities identified in EMP 2012.	Program EMP goal is clearly linked to at least 1 of the 7 Strategic Priorities identified in EMP 2012.	Program EMP goal is clearly linked to more than 1 of the 7 Strategic Priorities identified in EMP 2012.	Program EMP goal is clearly linked to more than 1 of the core (SPs 3, 4, 5) Strategic Priorities identified in EMP 2012.
Progress to date on implementation of program EMP-related key strategies	None of the key strategies from the program EMP have been implemented.	At least one of the key strategies from the program's EMP have been implemented.	Several of the key strategies from the program's EMP have been implemented and are monitored.	All of the key strategies from the program EMP have been implemented and are systematically monitored.
Impacts to date on program EMP goal	No or negative impact is found on program EMP goals as no key strategies have been implemented.	Strategies have been implemented with few early signs of positive impact on program EMP goals to date.	Some positive impact is found on program EMP goal as a result of the strategies implemented to date.	Ample evidence exists of positive impact on program EMP goal as a result of the strategies implemented to date.
Reasonableness of proposed improvements to key strategies	Improvements proposed are not clearly thought-out; intended impact on program EMP goal is not articulated.	Improvements proposed are clear, and the intended impact on program EMP goal makes sense.	Improvements proposed are clear and based on evidence of learning; intended impact on goals is well-articulated.	Improvements proposed are clear and based on evidence of learning; intended impact on goals is stated in measurable terms that are feasible to assess over time.
Reasonableness of resources requested	It is not clear how the resources requested will contribute to progress on program EMP goal.	Resources requested are logically connected to proposed key strategies and to making progress on program EMP goal.	Resources requested are necessary to deploy proposed key strategies. Progress on program EMP goal as a result is likely.	Resources requested are necessary and sufficient to deploy proposed key strategies. Progress on program EMP goal as a result is likely.
Reasonableness of intended impact on District goals	Intended impact of proposed improvements and resources requested is not clear.	Intended impact of proposed improvements and resources requested is not adequately explained.	Intended impact of proposed improvements and resources requested is clearly articulated and logically sound.	Intended impact of proposed improvements and additional resources requested is clearly articulated, logically sound, and measurable.

Strategic Planning Priorities from Educational Master Plan 2012 (SPs 3, 4, and 5, considered “core” as they directly impact all 4 District goals)

- SP1. Meet the needs of all students through a variety of scheduling options, class locations, service delivery methods, and universal access to program and services. (Supports District goals of Accreditation Recommendations and Image).
- SP2. Expand the use of technology to improve instructional programs, student support services, and campus support operations. (Supports District goals of Student Success, Accreditation Recommendations and Image).
- SP3. Develop innovative education and training programs guided by market demand and available institutional assets and resources. (Supports all District goals).
- SP4. Improve institutional performance on measures of student success, institutional effectiveness, and fiscal responsibility. (Supports all District goals).
- SP5. Collaborate with regional K-12 schools, business partners, and community-based organizations to improve college and career readiness of High Desert students. (Supports all District goals).
- SP6. 6. Provide consistent, high quality customer service to empower students, community members, and fellow employees throughout the campus. (Supports District goals of Accreditation Recommendations and Image).
- SP7. Foster an inclusive campus climate where all are welcomed, respected, and valued. (Supports District goals of Accreditation Recommendations and Image).

