

## **PART 1: GATHER/EVALUATE INFORMATION TO INFORM PLANNING DISCUSSIONS**

- **Evaluate & discuss student learning and achievement data from the previous academic year.**  
(Student-focused dialogue; i.e., “what are our students doing?”)

*Notes about this activity:*

- Coordinated by College Council, with participation from Academic Senate and Advisory Groups
- Conversation results in contextualization of performance gaps and categories of institutional need that emerge from examination of quantitative and qualitative data

*Data under consideration would include:*

- Student achievement information (e.g., institution-set standards)
- Student learning information (e.g., program reflections)

- **Evaluate & discuss progress towards institutional goals and objectives.**  
(Institution-focused dialogue; i.e., “what is the institution doing?”)

*Notes about this activity:*

- Coordinated by College Council, with participation from Academic Senate and Advisory Groups
- Conversation results in recommendations to adjust or update institutional objectives & EMP initiatives if necessary (updates could be to timelines, measures, or point people as well as to outcome of objective/initiative)

*Data under consideration would include:*

- Strategic initiatives from the Education Master Plan
- Institutional goals and objectives

- **Evaluate & discuss information about the previous year’s budget and resource allocation**  
(Internally focused dialogue; i.e., “how well did our process work last year?”)

*Notes about this activity:*

- Coordinated within Budget Committee
- Results in report/presentation to College Council Budget subcommittee evaluates previous year’s budget (revenue projections, actuals, etc.), timelines, and process and reports findings to College Council

*Data under consideration would include:*

- Revenue projections vs. actual spending
- Projected timelines vs. actuals
- Budget process

- **Gather & share information about external factors that will inform budget development**  
(Externally-focused dialogue; e.g., “what is the State/CCCCO/market doing?”)

*Notes about this activity:*

To College Council 11-11-2014

- Led by Superintendent/President
- Strong input from PVP and managers [and Budget Committee?]
- Activity results in “planning assumptions” that can be communicated to the Budget Committee and campus at-large

*Data under consideration would include*

- State budget/economic projections
- Regulatory changes
- Enrollment trends
- Relevant local demographic & labor market trends/data
- Broad categories of needs emerging from program reflections summaries

## **PART 2: ALLOCATE RESOURCES BASED ON PRIORITIZED AREAS OF NEED**

- **Prepare Annual Updates/Action Plans.**

*Notes about this activity:*

- Done within each unit on campus (both instructional and non-instructional), as well as for EMP Strategic Initiatives.
- Activity results in completed action plans that describe programmatic and institutional needs.

- **Begin discussing resource allocation priorities.**

*Notes about this activity:*

- Advisory Groups review Action Plans and ensure unit needs are incorporated into planning and prioritization discussions at College Council
- Budget Committee provides context about external factors as needed to support the discussion

*Data about needs comes from:*

- Institutional Review Action Plans/Annual Updates
- Program Review Action Plans/Annual Updates
- Annual Course Schedule for upcoming academic year
- College Council/Advisory Group discussions about broad categories of need
- Planning Assumptions from S/P
- Updated external information from CBO and Budget Committee

- **Recommend resource allocation priorities to S/P.**

*Notes about this activity:*

- VPs work together with Budget Managers to ensure administrative review of budget development and consistency with College Council recommendations
- Budget Committee provides context about external factors as needed

- **Complete budget and present to Board of Trustees for approval.**