

| Document | Responsible Position | Frequency |
|---|---|-----------|
| Institutional Self-Evaluation Report for ACCJC | Vice President, Instruction | 7 years |
| Educational Master Plan | Vice President, Instruction | 5 years |
| Program Reviews | Program leads | 5 years |
| Mission Statement, Strategic Plan, and Other Guiding Principles | President | 3 years |
| Unit, Section, and Division Plans | AUP, ASP, and ADP leads | Annually |
| Resource Request Analyses | RRA leads | Annually |
| College Budget | Vice President, Financial and Administrative Services | Annually |

The College Budget

Budget Process

A tentative allocation for the college is determined through the KCCD Budget Allocation Model. A tentative annual budget is prepared in cooperation with the college planning groups and consistent with the strategic planning document of the College. The college budget is prepared to support the unit plans that support the mission and strategic goals of the institution. The college president, the vice president of instruction, the vice president of student services, and the vice president of financial and administrative services review the cost of permanent labor, instructional adjunct and overload costs, and the college reserve. A standardized budget worksheet that provides the current year's adopted budget is disseminated during the integrated planning process to budget managers and faculty chairs to identify and submit all other expenditure requests. The worksheet also includes an area for addressing budgeting instructions.

In the spring, after the resource request analyses have been completed, copies of the budget requests and summary worksheets are provided to the Budget Development Committee, a subcommittee of College Council, which begins the process of compiling the tentative budget. All requests are considered in light of college planning documents and the current fiscal circumstances. Duplication of requests and possible alternative funding sources are also identified during the process. A tentative budget recommendation is then sent back to College Council for review, generally in mid-April. College Council in turn makes a recommendation of the budget to the president to accept.

The final tentative budget recommendation is then taken forward by the president for consideration by the board of trustees, generally in July or August. Once approved, the tentative budget is entered into the Banner system and distributed back to budget managers and faculty chairs to start the new academic year.

Role of the Budget Development Committee

The Budget Development Committee is an associated committee of College Council that is comprised of the college's vice presidents, three faculty representatives, three classified representatives, and a student representative. The role of the Budget Development Committee is to give due consideration to all budget requests and submit a balanced budget proposal to College Council. See Appendix F for more information about this committee.

Role of College Council

Under the authority given to it by College Council, the Budget Development Committee oversees the process of the development of the tentative annual college budget. Once College Council receives the tentative budget recommendation from the Budget Development Committee, the document is reviewed, input is gathered, possible revisions are completed, and final recommendations are made. The budget then moves forward for approval by the college president.

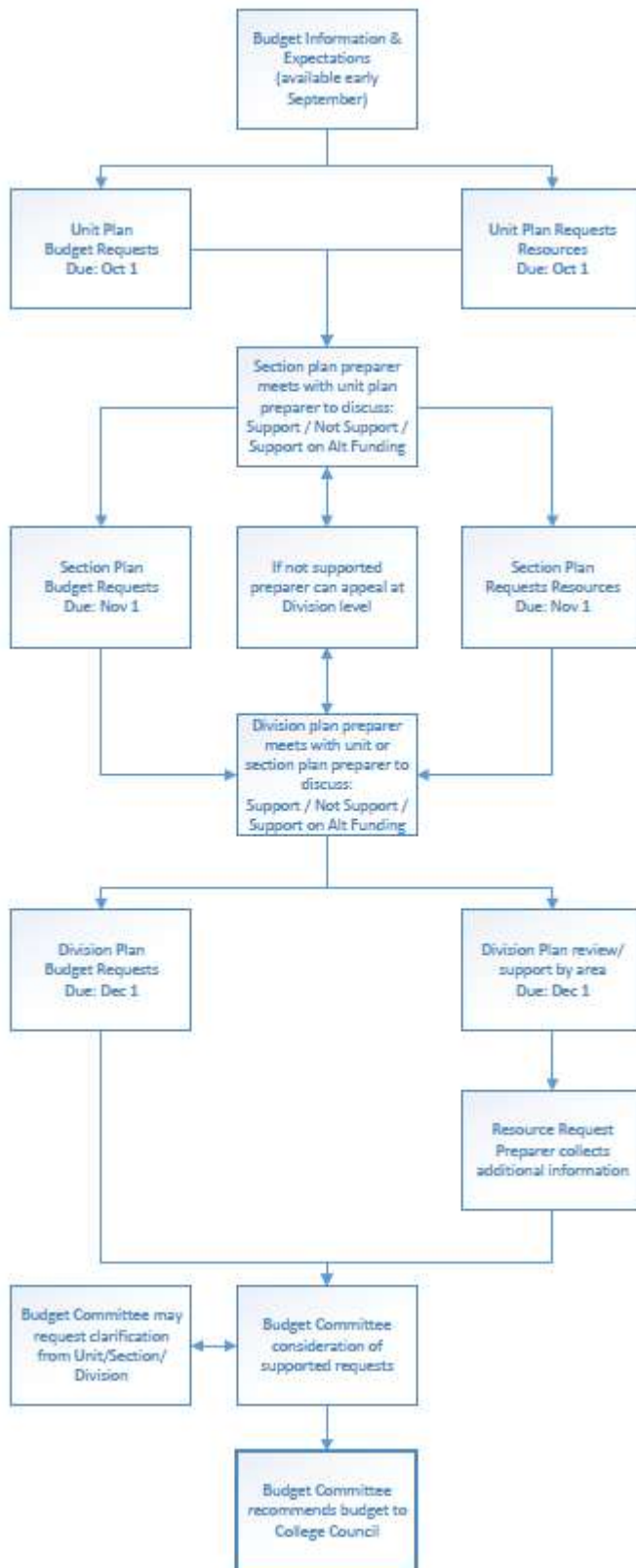


Budget Request Process

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Budget Request Process



Budget Calendar

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| October 15 | Unit Plans & budget requests due <i>(presentations to College Council in November)</i> |
| November 1 | Section Plans & budget requests due <i>(presentations to College Council in December)</i> |
| December 1 | Division Plans & budget requests due <i>(presentations to College Council in January)</i> |
| January | Labor Budget Development |
| February | Executive Team review of Labor Budget |
| February | Preliminary Budget Guidelines received from the District Office |
| February 15 | Resource Request Analysis due <ul style="list-style-type: none"> • IT • M&O • Professional Development • Marketing • Staffing <i>(presentations to College Council in February)</i> |
| March | Tentative Allocation received from the District Office |
| February – April | Budget Committee review of: <ul style="list-style-type: none"> • Unit/Section/Division Plans and associated budget requests • Resource Request Analysis |
| Late April | Budget Presentation to College Council |
| May | Revised Tentative Allocation received from the District Office (after Governor's May Revised Budget) |
| June | Tentative Budget presented to Board of Trustees for adoption |

Rubric

As cited in the October 2018 Accreditation External Evaluation Report, the evaluation team's single recommendation was for the college to develop evaluation criteria for resource allocation decisions. This rubric was developed by the Budget Development Committee during the 2018-19, 2019-20, and 2020-21 academic years. The intent of the rubric is to assist the committee in the evaluation of all budget increase requests, including one-time requests. Each increase request will be rated according to this rubric by each member of the committee. The average of the ratings for each element will be calculated and used to determine the overall average for each specific request. Prioritization will be based on the average overall score. Prior to any individual ratings being completed by committee members, the committee will participate in a norming exercise using actual requests for the upcoming year.

The use of the rubric will predominately guide the committee's decisions related to funding budget increase requests, including one-time requests. Requests are considered based on available funding, and, in some instances, lower rated requests may be approved over higher rated requests based on this availability. Additionally, the college is committed to fiscal responsibility and may not fund all requests even if there is sufficient funding to do so.

Budget requestors can use this rubric to understand how to best describe their individual requests. Requestors are encouraged to utilize the "Comments" field, "Narrative" fields, or the attachment feature in the budget request process to provide additional information. Although the committee will primarily use the budget request worksheets and planning documents in their application of the rubric, all information that is obtained through various conversations, meetings, and additional documentation will be considered. Lack of information may limit the committee's ability to consider requests. Help us help you.

Rubric Elements

Explained by Planning

In this area, the reviewer is considering whether the budget request addresses a need or gap that is explained in planning. There should be a clear connection to a planning document that identifies the need or gap such as strategic plan, program review, unit/section/division plan, or equipment/supply replacement plan. If the request is based on an external planning document, that document should be referenced in the request. If the referenced planning document cannot be located, the request will receive a low rating for this category. Requestors are encouraged to provide specifics on what planning document, what section of the document is being addressed by the request (page numbers, if available), and how to access the planning document.

| Score | 5 | 3 | 1 | 0 |
|----------|--|--|---|----------------|
| Criteria | Very well explained in program review and and/or unit planning documents | Somewhat well explained in program review and and/or unit planning documents | Minimally or not explained in program review and and/or unit planning documents | Not applicable |

| Higher Rating | Lower Rating |
|---|--|
| <p>The Science Department submits a \$2,000 increase for a chemistry software package. There is an initiative in the unit plan to develop additional online science courses with this specific action step to be taken: "The college currently offers two online lab courses that fulfill GE physical science requirements. To serve the needs of more online students, the Science department will develop one or two additional online science courses. One potential area for growth is to offer an online introductory Chemistry course."</p> <p><i>(Reasoning: This request would receive higher ratings since it was clearly explained in a planning document.)</i></p> | <p><i>The Science Department submits a \$2,000 increase for a chemistry software package. There is no initiative related to online classes in the most recent AUP or in the most recent program review.</i></p> <p><i>(Reasoning: This request would receive lower ratings since there is no mention of the need for this software in planning documents.)</i></p> |
| <p>The Industrial Arts Department submits a \$2,000 request for speakers. The unit plan indicates that there is an equity gap with female students in welding courses. The initiative in the unit plan indicates: "Bring in female welders to be present at Career Day to engage with female students who may be interested in the field."</p> | <p>The Industrial Arts Department submits a \$2,000 request for speakers. There is no initiative related to the need for speakers in the most recent AUP or in the most recent program review.</p> <p><i>(Reasoning: This request would receive lower ratings since there is no mention of the need for this software in planning documents.)</i></p> |

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| <i>(Reasoning: This request would receive higher ratings since it is identified in the planning document and addresses an identified gap.)</i> | |
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Supporting Facts and/or Data

As opposed to “Explained in Planning”, in this area, the reviewer is considering whether the budget request addressing a need or gap is not just referenced in a planning document but is informed by facts, specific details, and/or data. This could include specific details and supporting facts such as the age of equipment and where something is located (such as a high-traffic area). In many instances, this information is already referenced in a planning document. If so, a brief reference to this is sufficient. Because we recognize that not every proposed expense rises to the level of being included in an existing planning document, if there are no supporting facts or data mentioned elsewhere, the request should include this information. Any evaluation of cost savings – for example, comparing savings compared to costs – should be addressed in operational efficiency and supporting facts/data.

| Score | 5 | 3 | 1 | 0 |
|-----------------|--|--|--|----------------|
| Criteria | Well informed by facts, specific details and/or data | Somewhat informed by facts, specific details and/or data | Minimally or not informed by facts, specific details and/or data | Not applicable |

| Higher Rating | Lower Rating |
|---|---|
| <p>ESCC submits a request for \$6,000 to send postcards to increase enrollments. The request states: “Post Card Mailings \$6,000. ESCC would like to continue mailing matriculation postcards each semester. Reaching out to all residents in the ESCC service area is the primary way to reach our target population of 25-34 year-old individuals in the community. ESCC does not have a partner/place we can go to reach this population as we do with high school students. Cost includes printing of postcards \$2500 and mailings \$3500. Post Cards will be designed with a QR code and a unique URL to capture the response rate and effectiveness of the method.”</p> <p><i>(Reasoning: This request would receive higher ratings since the request includes specific data about the population we are attempting to reach, why postcards are the best way to reach that population and includes how we will assess our effort.)</i></p> | <p>ESCC submits a request for \$6,000 to send postcards to increase enrollments. The request states: “Outreach in Inyo and Mono.”</p> <p><i>(Reasoning: This request would receive lower ratings because there are no facts or data included in the request.)</i></p> |

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| <p>The Science Department submits a \$2,000 increase for a chemistry software package. The request references the AUP, where the following information is found in the “Information Technology” section: “The Science department's new full-time Chemistry instructor would like to purchase an instructor's license for the ChemDraw software package. ChemDraw is ubiquitous and standard software in organic chemistry. It is used to write organic chemistry equations, exams, worksheets, and to generate nuclear magnetic resonance (NMR) spectra for students. It also has some more esoteric uses in inorganic chemistry with regards to typesetting molecular structures, coordination complexes, and VSEPR theory. A perpetual license for ChemDraw Prime costs about \$2000. ChemDraw Prime is the most affordable tier, and it is the one best suited for educational purposes rather than research. Annual licenses for ChemDraw Prime cost about \$500.”</p> <p><i>(Reasoning: This request would receive higher ratings because it includes specific facts about why this program is needed – standard in organic chemistry.)</i></p> | <p>The Science Department submits a \$2,000 increase for a chemistry software package. The request references the AUP, where the following information is found in the “Information Technology” section “software to support online chemistry environment.”</p> <p><i>(Reasoning: This request would receive lower ratings since there are no facts or data included in the request.)</i></p> |
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Relevance

In this area, the reviewer is considering to what extent the budget request is essential to the unit or program – on a continuum from the unit or program not being able to achieve its core function (in relation to the college mission) without the requested item/service, to a “nice to have” that affects operation but does not compromise it. In this area, in particular, an explanation may be needed to help the committee understand the relevance of a budget request to the unit or department’s core function. There should be a connection between the budget request, unit or program need, and institutional goals.

| Score | 10 | 6 | 2 | 0 |
|----------|--|---|--|----------------|
| Criteria | Is essential for the unit or program to achieve its outcomes | Somewhat required for the unit or program to achieve its outcomes | Minimally or no impact on the unit or program ability to achieve its outcomes. | Not applicable |

| Higher Rating | Lower Rating |
|---|---|
| <p>The Child Development Center requests an enunciator for the facility at Ridgecrest: “There is still an issue of security at the front door and the front office being hidden from the lobby. To maintain a safe, healthy, nurturing, and active learning environment, there needs to be staff at the front desk or some other signaling or locking mechanism that allows only those who are supposed to be at the center in the center when children are present. This is of special concern if CHDV is to hold any daytime on ground courses in the adult classroom located in the center.”</p> <p><i>(Reasoning: This request would receive higher ratings since it explains how the request is essential to the core function of the CDC and the mission of the college.)</i></p> | <p>The Child Development Center requests an enunciator for the facility at Ridgecrest: “We need to know when the front door is opened.”</p> <p><i>(Reasoning: This request would receive lower ratings since there is no information that explains why this is needed.)</i></p> |
| <p>ESCC submits a request for \$6,000 to send postcards to increase enrollments. The request states: “Post Card Mailings \$6,000. ESCC would like to continue mailing matriculation postcards each semester. Reaching out to all residents in the ESCC service area is the primary way to reach our target population of 25-34 year-old individuals in the community. ESCC does not have a partner/place we can go to reach this population as we do with high school students. Cost includes printing of postcards \$2500 and</p> | <p>ESCC submits a request for \$4,000 for a billboard on the 395: “ESCC would like to rent a billboard on northbound 395 for 6 months per year. The billboard will attract new FTES from outside of the service area. The target population of 18-35 year-old individuals who have not completed a college degree or who would like to re-train and who are attracted to the Eastern Sierra for recreation drive up to Bishop and Mammoth from Southern California regularly to snowboard, climb, fish, and mountain bike.”</p> |

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| <p>mailings \$3500. Post Cards will be designed with a QR code and a unique URL to capture the response rate and effectiveness of the method.”</p> <p><i>(Reasoning: This request would receive higher ratings since it explains how the request is essential to the core function of ESCC in supporting educational opportunities for local communities.)</i></p> | <p><i>(Reasoning: This request would receive lower ratings since advertising to recreational visitors is not essential to the core function of ESCC in supporting educational opportunities for local communities.)</i></p> |
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Operational Efficiency

As opposed to “Relevance”, in this area, the reviewer is considering not whether the budget request is essential for the unit or department to achieve its mission but whether it improves operational efficiency—regardless of level of relevance. Both high-relevant and a low-relevant requests can still score high ratings in Operational Efficiency. Each request should outline both the short-term and long-term impact on operational efficiency, including whether the request shifts expenses or work from one area to another. The evaluation of cost savings, comparing savings compared to costs, should be addressed in operational efficiency and supporting facts/data.

| Score | 10 | 6 | 2 | 0 |
|-----------------|--|---|--|----------------|
| Criteria | Improves the efficiency of a function of a program or unit | Somewhat improves the efficiency of a function of a program or unit | Marginally improves the efficiency of a function of a program or unit. | Not applicable |

| Higher Rating | Lower Rating |
|---|--|
| <p>M&O submits a \$3,000 request for a truck-mounted pesticide sprayer: “Requesting truck mounted pump, sprayer, and tank system for spraying pesticides on more than 200 acres of the campus quarterly. Requesting \$3,000, as this system will provide an ergonomic solution vs. carrying a 60-pound backpack daily, for weeks at a time.”</p> <p><i>(Reasoning: This request would receive higher ratings since it clearly explains how this improves operational efficiency.)</i></p> | <p>M&O submits a \$3,000 request for a tank-mounted pesticide sprayer: “Aging grounds equipment is still requiring replacement and updating, requesting funds to overhaul equipment.”</p> <p><i>(Reasoning: This request would receive lower ratings since there is no reference to how it will improve operational efficiency.)</i></p> |
| <p>The Student Services Division requests \$760 for tablets to connect students directly at outreach events off campus: “Outreach is requesting to purchase (2) Apple iPads (10.2-Inch, Wi-Fi, 32GB) as well as (1) Verizon Jetpack Mi 8800XL Hotspot.</p> | <p>The Administrative Services Division requests \$20,000 for “continued implementation of the ‘What's on our Walls’ Taskforce recommendation for IWV campus main building.”</p> |

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| <p>These items will be used in order to provide access to students in the community who may not have availability to use a computer--also to provide students direct assistance with applying to CC at outreach events. The iPads will also be used to administer surveys and for potential new students to send a request for more information.”</p> <p><i>(Reasoning: This request would receive higher ratings since it explains how the request would improve efforts at outreach activities.)</i></p> | <p><i>(Reasoning: This request would receive lower ratings since there is no connection in the request related to the work improving efficiency for any area.)</i></p> |
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Additional Elements

Innovation

In this area, the reviewer is considering whether the budget request goes above and beyond normal expectations for solving a need/gap that moves the college forward. Innovation introduces something new and does not fit all expenditures. For this reason, innovation is considered “bonus points”. If any reviewer indicates that we should consider additional points for innovation, the budget committee will discuss and reach consensus on whether to assign an additional point.

Compliance

Any request that is considered a regulatory compliance item, legally required, or is an obligation of an existing grant, as determined by the Budget Development Committee, will not be subject to the rubric. The necessity of this item or obligation must be clearly documented in the request.

Replacement Plan

Any request that is considered as part of a documented replacement plan, as determined by the Budget Development Committee, will be discussed outside of the rubric elements. Anticipated fiscal conditions may prompt the committee to consider which replacement plans can be included in an upcoming year.

Evaluation of Rubric

Following the 2022-23 planning process, the Budget Development Committee will determine an appropriate evaluation process for the rubric to ensure that the funds are adequately supporting the work of the college.