
Cerritos College
Office of Research and Planning
Spring 2010

Handbook and forms adapted from Pasadena City College
Preface

About this Document

The purpose of this document is to provide individuals with guidelines on how to use the tools of planning—planning forms—at Cerritos College. It is intended to be used as a reference tool and provide suggestions to anyone who is involved in the planning process at Cerritos College. Planning is the process by which units, divisions, and areas chart their course and coordinate resources to accomplish their respective and shared missions. Units, divisions, and areas can use information and data for planning from multiple sources such as existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory board, the Chancellor's Office, and institutional data. Ultimately, planning is a process developed and executed within units, divisions, and areas of the college. This document is divided into the following six chapters:

Chapter 1—The Planning Process at Cerritos College

This chapter conceptually describes the planning process at Cerritos College. It is organized around key questions often asked about planning. The “Guide to Planning and Resource Allocation”—the college’s adopted planning and resource allocation protocol — is the foundation of this chapter.

Chapter 2—A Crosswalk between the Current and New Planning Forms at Cerritos College

The purpose of this chapter is to provide a conceptual description of the new planning forms compared to the current planning forms at Cerritos College. This chapter provides general descriptions of the current and new planning forms, compares the current and new planning forms, and explains how the new planning forms incorporates the current planning forms.

Chapter 3—Guidelines for Developing an Annual Unit Plan

The purpose of this chapter is to provide guidance in developing an Annual Unit Plan. In addition, the chapter gives suggestions on how to complete the Annual Unit Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow.

Chapter 4—Guidelines for Developing an Annual Division Plan

The purpose of this chapter is to provide guidance in developing an Annual Division Plan. In addition, the chapter gives suggestions on how to complete the Annual Division Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow.

Chapter 5—Guidelines for Developing an Annual Area Plan

The purpose of this chapter is to provide guidance in developing an Annual Area Plan. In addition, the chapter gives suggestions on how to complete the Annual Area Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow.

Chapter 6—A Guide on Available Institutional Data for Planning at Cerritos College

The purpose of this chapter is to provide information on what institutional data are available from the Office of Research and Planning for planning at Cerritos College and how to access the data. This chapter also gives a brief description of the relationship between program review and planning at Cerritos College.
# Table of Contents

Chapter 1. The Planning Process at Cerritos College .................................................. 8

   Introduction .................................................................................................................. 8
   What is the “Guide to Planning and Resource Allocation?” ...................................... 8
   What is the planning and resource allocation process at Cerritos College? ............... 8
   What is planning? ......................................................................................................... 8
   What is the difference between program review and planning? .............................. 9
   How does planning relate to resource allocation? ....................................................... 9
   How is planning organized at Cerritos College? ....................................................... 9
   What are the forms used in the planning process at Cerritos College? .................... 12
   How do the current planning forms used at the college relate to the new planning forms? .......................................................................................................................... 13
   What is the calendar for conducting planning at Cerritos College? ....................... 14

Chapter 2. A Crosswalk between the Current and New Planning Forms at Cerritos College 17

   Introduction .................................................................................................................. 17
   What is the purpose of planning? ............................................................................... 17
   What are the levels of planning at Cerritos College? ............................................... 17
   What are the planning forms used at Cerritos College? .......................................... 18
   Section I: What are the Planning Forms for Units? ...................................................... 18
      Current Unit Planning Forms: Unit Action Plan and Annual Action Plan Update .... 18
      New Unit Planning Form: Annual Unit Plan .............................................................. 19
      Comparison of the Current Unit Planning Forms to the New Unit Planning Form .... 19
      How the Current Unit Planning Forms Are Incorporated into the New Unit Planning Form ......................................................................................................................... 20
   Section II: What are the Planning Forms for Divisions? ........................................... 21
      Comparison of the Current Division Planning Form to the New Division Planning Form .............................................................................................................................. 21
      How the Current Division Planning Form Is Incorporated into the New Division Planning Form ......................................................................................................................... 23
   Section III: What are the Planning Forms for Areas? ................................................. 24
      New Area Planning Form: Annual Area Plan ............................................................ 24

Chapter 3. Guidelines for Developing an Annual Unit Plan ................................................. 27

   Introduction .................................................................................................................. 27
   What is planning at the unit level? ............................................................................. 27
   What is the difference between program review and planning? ............................ 27
What information and data can be used in the unit planning process? ........................................27
What are the suggested steps to follow in the unit planning process? ........................................28

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Unit Plan ........................................28
Step 2: Develop and Complete the Annual Unit Plan Form .................................................................28
Step 3: Communicate and Submit the Annual Unit Plan ........................................................................33

Chapter 4. Guidelines for Developing an Annual Division Plan .........................................................36
Introduction ........................................................................................................................................36
What is the planning at the division level? .........................................................................................36
What information and data can be used in the division planning process? ........................................36
What are the suggested steps to follow in the division planning process? ........................................36

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Division Plan .........................36
Step 2: Develop and Complete the Annual Division Plan Form .........................................................37
Step 3: Communicate and Submit the Annual Division Plan ..............................................................42

Chapter 5. Guidelines for Developing an Annual Area Plan ..............................................................44
Introduction ........................................................................................................................................44
What is the planning at the area level? .................................................................................................44
What information and data can be used in the area planning process? ............................................44
What are the suggested steps to follow in the area planning process? ............................................44

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Area Plan .............................44
Step 2: Develop and Complete the Annual Area Plan Form ..............................................................45
Step 3: Communicate and Submit the Annual Area Plan .....................................................................50

Chapter 6. A Guide on Available Institutional Data for Planning at Cerritos College .................52
Introduction ........................................................................................................................................52
What institutional data are available from the Office of Research and Planning for planning at Cerritos College? .................................................................52

Appendix A. Educational Master Planning and Resource Allocation Process at Cerritos College .................................................................54
Appendix B. Online Capital Outlay Request Form ..............................................................................55
Appendix C. Proposed Unit Planning and Recourse Allocation Timeline .........................................57
Appendix D. Proposed Unit Planning and Recourse Allocation Timeline (Chart) .............................58
Appendix E. Unit Planning Process Over Six Years at Cerritos College ...........................................59
Appendix F. The Current Unit Planning Form: *Unit Action Plan* ....................................................59
Appendix G. The Current Unit Planning Form: *Annual Action Plan Update* .................................61
Appendix H. The Current Division Planning Form: *Division Action Plan*............................... 62
Appendix I. The New Unit Planning Form: *Annual Unit Plan* ............................................. 63
Appendix J. The New Division Planning Form: *Annual Division Plan* ................................ 68
Appendix K. The New Area Planning Form: *Annual Area Plan* ........................................ 74
Chapter 1
The Planning Process at Cerritos College
Chapter 1
The Planning Process at Cerritos College

Introduction
This chapter conceptually describes the planning process at Cerritos College. It is organized around key questions often asked about planning. The “Guide to Planning and Resource Allocation”—the college’s adopted planning and resource allocation protocol — is the foundation of this chapter.

What is the “Guide to Planning and Resource Allocation”?1
The “Guide to Planning and Resource Allocation” articulates the six-year cycle by which educational master planning and annual resource allocation occurs at Cerritos College. A combination of college-wide educational master plan goals (i.e., Cerritos College Educational Master Plan 2010-16) and annual priorities, combined with the college’s planning process and resource allocation process, form the yearly operational components of planning and resource allocation at Cerritos College. The “Guide to Planning and Resource Allocation,” hereafter referred to as the “Guide to Planning and Resource Allocation.” It was reviewed, discussed, and/or adopted by the Faculty Senate (May 2007), Planning and Budget Committee (March 2007), and Management Leadership Council (March 2007). The “Guide to Planning and Resource Allocation” should be viewed as a living document that may be updated to meet future needs.

What is the planning and resource allocation process at Cerritos College?
The Cerritos College planning and resource allocation represents a college-wide effort to further integrate the planning and resource allocation process as well as to develop and document a transparent, uniform practice of program review (i.e., assessment), planning, resource allocation, goal implementation, and self-evaluation. The planning and resource allocation process is driven by educational master plan priorities, which signify the partnership between the college and the Board of Trustees. As currently conceptualized, the planning and resource allocation is an annual activity at Cerritos College.

What is planning?
Planning is a process in which a unit/division/area manager, through a process of dialogue and discussion within the unit/division/area, uses information from the program review and plans from other planning levels, etc to identify and document the unit’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. The forms used in the planning process are designed for annual planning at the unit (i.e., department, program, office, etc.), division, and area levels. More generally, planning is the process by which the college accomplishes its mission. Through the planning process, a unit coordinates its resources and energies to accomplish its mission. It is the process that enables a unit to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the unit from where it is to where it wants to be.

At Cerritos College, the planning tools (i.e., forms) attempt to link program review, planning, and resource allocation. While program review is conducted at least once every six years, planning is done annually. Program review relates to planning in this way: information, data, results, and findings from the program review process are used to develop unit’s, division’s, and/or area’s plan. Generally speaking, a new evaluation or assessment (i.e., another program review) is not conducted for the

---

1 The college has other specialized plans for the purposes of planning, including the Computer Replacement Plan and the Facilities Master Plan.
planning. Rather, existing data are used for the planning. The focus of planning is not on evaluation of the unit, division, and/or area, but rather direction of the unit, division, and/or area.

**What is the difference between program review and planning?**

**Program review** is a comprehensive evaluation of a unit. In program review, individuals evaluate the unit by examining the unit's successes, areas in need of improvement, and to what extent its mission is being accomplished. **Planning** is the process by which units, divisions, and areas chart their course and coordinate resources to accomplish their respective and shared missions. Specifically, planning is a process in which a unit/division/area manager, through a process of dialogue and discussion within the unit/division/area, uses information from the program review and plans from other planning levels, etc to identify and document the unit’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. Through the planning process, units, divisions, and areas coordinate their efforts to accomplish their missions. It is the process that enables a unit, division, and/or area to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the unit, division, and/or area from where it is to where it wants to be. Planning also concerns how the activities of all units, divisions, and areas of the college are coordinated so the college as a whole functions more efficiently. In short, the focus of program review is on evaluation of a unit while the focus of planning is on direction of a unit, division, and/or area. Also, while program review is conducted at least once every six years, planning is done annually.

**How does planning relate to resource allocation?**

At Cerritos College, planning currently relates to resource allocation when resource needs identified in a plan in order to accomplish the goals and activities within a plan are included in the annual resource allocation process. Planning may link to resource allocation in the college’s annual resource allocation process. For example, does the unit/division/area plan identify resources needed to accomplish a goal or activity in a plan? If so, a unit/division/area manager requests resources in the resource allocation process. Depending on the type of resources requested, a unit/division/area manager makes the request through different forms. For example, at Cerritos College, requests for Capital Outlay currently go through the Online Capital Outlay Request form and steps (Refer to Appendix B for the Online Capital Outlay Request Form at Cerritos College).

**How is planning organized at Cerritos College?**

The first level of planning at Cerritos College is the **unit**. A unit is defined as an entity that expends funds and is associated with a division that, in turn, is associated with an area. Units can be instructional programs within an academic division (e.g., the Math Department or English Department) or offices within a non-instructional (supportive services) division (e.g., Payroll or Operations). The next level of planning is the **division**—examples are Science, Engineering, and Math (SEM), Health Occupations (HO), and Fiscal Services. Generally, several units will make up a division, especially in the case of instructional divisions such as Science, Engineering, and Math (SEM) and Health Occupations (HO), each of which contains several units; however, it is possible that a division may consist of only one unit, especially in the non-instructional division (supportive services division). Such exceptions aside, plans developed at the division level are based upon the plans developed by the units that make up the division. In the plans developed at the **area level**, planning is based on plans submitted from divisions within the area. Some examples of areas include Academic Affairs, Business Services, and Student Services. In the planning process—developed within the units, divisions, and area—the three levels (i.e., unit, division, and area) are associated with each other. That is, unit plans become the basis on which division plans are developed. The division plans, in turn, become the basis on which area plans are developed. Figure 1.1 demonstrates how the college is organized into units, divisions, and areas.
Figure 1.1. Planning Chart at Cerritos College, Fall 2007

For Fall 2007, designations of units, divisions, and areas were made at the division and/or area planning level(s).
Figure 1.1. Planning Chart at Cerritos College, Fall 2007 (Continued)
What are the forms used in the planning process at Cerritos College?
The forms used in planning at Cerritos College are drawn from the “Guide to Planning and Resource Allocation,” which states the following in “Section III. Developing the Unit Plan”:

From the findings of the unit’s program review, the unit will complete a Unit Plan annually. In this way, results and findings from program review will be used to draft and/or update the Unit Plan for the succeeding six years (or until the unit conducts an assessment or program review again). In some cases, only one component of the Unit Plan may need to be updated from year to year. In other cases, a unit may need to update multiple components of the Unit Plan on an annual basis, if changes in the unit have been observed and impact the unit.

The Unit Plan has six components (see Table 1.1, Components and Tasks of the Unit Plan). The Mission Statement (component 1) asks a unit to state its mission. The next component is the Overarching Outcomes (component 2), which consists of identifying the unit’s Student Learning Outcomes (SLOs) or Support Services Outcomes (SSOs). The third component—Characteristics, Performance, and Trends (component 3)—is a description of the unit and can include data that a unit collected during the program review process. In this component, units will also assess their performance of their Overarching Outcomes (i.e., SLOs or SSOs). Next, the Unit Plan asks units to identify their key Opportunities and Challenges (component 4). Finally, units report on their 3-5 Year Strategic Goals (component 5) and the units’ Objectives (component 6) to achieve the 3-5 Year Strategic Goals.

As a key stage (stage C) in the Educational Master Planning and Resource Allocation cycle (see Appendix A of this handbook), the Unit Plan or Other Plans will be developed and submitted online on an annual basis. Per the Unit Planning and Resource Allocation Annual Timeline (see Appendices C and D of this handbook), each September the unit representative or responsible party for other plans (e.g., the Co-Chairs of the Enrollment Management Steering Committee for the Cerritos College Enrollment Management Plan 2007-2010) will utilize the Online Unit Plan Form to submit the Unit Plan or Other Plan online. The Online Unit Plan Form is to be developed.

Table 1.1 Components and Tasks of the Unit Plan

<table>
<thead>
<tr>
<th>Number</th>
<th>Component</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission Statement</td>
<td>State the unit’s mission</td>
</tr>
<tr>
<td>2</td>
<td>Overarching Outcomes</td>
<td>Identify the unit’s SLOs or SSOs</td>
</tr>
<tr>
<td>3</td>
<td>Characteristics, Performance, and Trends</td>
<td>Describe and assess the unit and data</td>
</tr>
<tr>
<td>4</td>
<td>Opportunities and Challenges</td>
<td>Identify unit’s opportunities &amp; challenges</td>
</tr>
<tr>
<td>5</td>
<td>3-5 Year Strategic Goals</td>
<td>Identify 3-5 year strategic goals for the unit</td>
</tr>
<tr>
<td>6</td>
<td>Objectives</td>
<td>Identify unit’s objectives &amp; implementation</td>
</tr>
</tbody>
</table>

3 With the exception of instructional program review, which is under the purview of the Faculty Senate, Area Administrators (i.e., the President, Vice President of Academic Affairs, Vice President of Business Services, Vice President of Student Services, and the Director of Human Resources) will oversee the program review process for their administrative area. Area Administrators will meet with division managers and set a schedule for units to conduct a program review.
From the above components of the unit plan of the “Guide to Planning and Resource Allocation,” planning forms for units/area/divisions were drawn. Table 1.2 demonstrates how the components of the unit plan of the “Guide to Planning and Resource Allocation” were drawn upon for the sections of the Annual Unit Plan form, the new unit planning form at Cerritos College.

Table 1.2. Components of the Unit Plan in the “Guide to Planning and Resource Allocation” and Sections of the Annual Unit Plan Form

<table>
<thead>
<tr>
<th>Number</th>
<th>Unit Plan</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission Statement</td>
<td>State the unit’s mission</td>
</tr>
<tr>
<td>2</td>
<td>Overarching Outcomes</td>
<td>Identify the unit’s SLOs or SSOs</td>
</tr>
<tr>
<td>3</td>
<td>Characteristics, Performance, and Trends</td>
<td>Describe and assess the unit and data</td>
</tr>
<tr>
<td>4</td>
<td>Opportunities and Challenges</td>
<td>Identify unit’s opportunities &amp; challenges</td>
</tr>
<tr>
<td>5</td>
<td>3-5 Year Strategic Goals</td>
<td>Identify 3-5 year strategic goals for the unit</td>
</tr>
<tr>
<td>6</td>
<td>Objectives</td>
<td>Identify unit’s objectives &amp; implementation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Annual Unit Plan Form</th>
<th>Section</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission Statement</td>
<td>Mission Statement</td>
<td>State the unit’s mission</td>
</tr>
<tr>
<td>2</td>
<td>Unit’s Plan for Assessing Student Learning Outcomes</td>
<td>Characteristics and Trends</td>
<td>Identify the unit’s SLOs</td>
</tr>
<tr>
<td>3</td>
<td>Characteristics and Trends</td>
<td>Describe and assess the unit and data</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Strengths and Weaknesses</td>
<td>Separated from Section 3 for ease of completing form</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Opportunities and Challenges</td>
<td>Identify unit’s opportunities &amp; challenges</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3-5 Year Strategic Directions</td>
<td>Identify unit’s objectives &amp; implementation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Planning Impact</td>
<td>Added from the current planning form</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Goals and Activities (i.e., objectives) &amp; implementation</td>
<td>Separated from Section 8 for ease of completing form</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Resource Needs</td>
<td>Added for convenience; Identify individuals who participated in plan</td>
<td></td>
</tr>
</tbody>
</table>

How do the current planning forms used at the college relate to the new planning forms?
Currently, unit planning at Cerritos College is conducted by completing a “Department, Program or Unit Action Plan” (i.e., Unit Action Plan). In addition, to annually update the Unit Action Plan, units may complete a “Department, Program, or Unit Annual Action Plan Update” (i.e., Annual Action Plan Update). For the division planning, the Division Action Plan is used. The planning form for areas is currently not available.
In order to strengthen the link between planning and resource allocation, the educational master planning and resource allocation process at the college was reviewed, discussed, and/or forwarded by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council. Pursuant to the “Guide to Planning and Resource Allocation,” new planning forms for units, divisions, and areas—the Annual Unit Plan, the Annual Division Plan, and the Annual Area Plan, respectively—were developed. Table 1.3 summarizes the current and new planning forms used at Cerritos College. Refer to Appendices F to K for the actual planning forms currently used at and recently developed by Cerritos College. A more detailed discussion of how the current and new planning forms relate to each other can be found in Chapter 2 of this handbook.

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit Action Plan</td>
<td>Annual Unit Plan</td>
</tr>
<tr>
<td></td>
<td>Annual Action Plan Update</td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td>Division Action Plan</td>
<td>Annual Division Plan</td>
</tr>
<tr>
<td>Area</td>
<td>N/A</td>
<td>Annual Area Plan</td>
</tr>
</tbody>
</table>

What is the calendar for conducting planning at Cerritos College?

Generally, the entire planning cycle takes six years. This is because will undergo a program review at least once every six years, and the findings from the program review will be used to inform the unit, division, and area plan. Figure 1.2 shows the unit planning process at Cerritos College over six years (see also Appendix E for an enlarged figure). Although the figure demonstrates the process for planning in unit levels, the process may be generally applicable for division and area levels. In the Year 1, Units, divisions, and areas develop their plans using the college-wide strategic directions as well as findings from the program review. Then, the plans are implemented in the following year (Year 2) and concurrently a new plan is created for the next year (Year 3). Accordingly, in the Year 3, the plan created in the Year 2 is implemented and a new plan for the Year 4 is developed. This planning and implementation sequence is repeated over the six year planning cycle. Actually, once a plan is created in the Year 1 based on the results and findings from program review, the unit, division, and area may develop a plan for the succeeding five years by annually updating the initial plan drafted in the Year 1. In some cases, only one component of the plan may need to be updated from year to year. In other cases, a unit may need to update multiple components of the plan on an annual basis, if changes in the unit, division, and area have been observed. Therefore, at the unit’s discretion, the plan developed each year can be embedded in all the following years’ planning and implementation.
Figure 1.2. Planning Process at Cerritos College
Chapter 2
A Crosswalk between the Current and New Planning Forms at Cerritos College
Chapter 2
A Crosswalk between the Current and New Planning Forms at Cerritos College

Introduction
The purpose of this chapter is to provide a conceptual description of the new planning forms compared to the current planning forms at Cerritos College. This chapter provides general descriptions of the current and new planning forms, compares the current and new planning forms, and explains how the new planning forms incorporates the current planning forms.

What is the purpose of planning?
Planning is one of the most important annual activities in a college to accomplish its mission. As part of the college planning and resource allocation process, the planning process is conducted by all units of the college including both instructional (e.g., Math, English, and Biology Departments) and supportive services units (e.g., Payroll, Operations, and Campus Police). Through the planning process, units, division, and areas examine what is their mission, where they are now, what are their strengths and weaknesses, where they should head toward, and generate long-term or/and short-term plans for how to improve themselves. The purpose of planning is to facilitate dialogue, improve performance, advance the mission of the college, and strengthen the link between program review, planning, and resource allocation.

What are the levels of planning at Cerritos College?
Planning at Cerritos College is organized using three different levels of planning: unit, division, and area. Table 2.1 demonstrates how the three levels of planning are associated with each other using examples. A unit is the first level of planning and is defined as an entity that can expend funds. A unit is associated with a division that, in turn, is associated with an area. Units can be instructional programs within an academic division (e.g., Math Department, English Department, or Nursing Department) or offices within a non-instructional (supportive services) division (e.g., Payroll, Operations, or Campus Police). The second level of planning is a division. Some examples of divisions include Science, Engineering, and Math (SEM), Health Occupations (HO), Fiscal Services, and Campus Police. A division usually consists of multiple units. For example, the Liberal Arts Division is composed of English, Spanish, German, French, and Other Foreign Language Departments. However, a division may also consist of only one unit, especially in the non-instructional areas. For example, the Campus Police division includes only the Campus Police unit. An area is the third planning level and consists of multiple divisions. Some examples of areas include Academic Affairs, Business Services, and Student Services.

Table 2.1. Examples of Units, Divisions, and Areas in the Planning Process at Cerritos College

<table>
<thead>
<tr>
<th>Unit</th>
<th>Division</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Science, Engineering, and Math</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Foster and Kinship Care</td>
<td>Health Occupations</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Publications</td>
<td>Information Technology</td>
<td>Business Services</td>
</tr>
<tr>
<td>Payroll</td>
<td>Fiscal Services</td>
<td>Business Services</td>
</tr>
<tr>
<td>Operations</td>
<td>Facilities</td>
<td>Business Services</td>
</tr>
<tr>
<td>Campus Police</td>
<td>Campus Police</td>
<td>Student Services</td>
</tr>
</tbody>
</table>
What are the planning forms used at Cerritos College?

Currently, unit planning at Cerritos College is conducted by completing a “Department, Program or Unit Action Plan” (i.e., Unit Action Plan). In addition, to annually update the Unit Action Plan, units may complete a “Department, Program, or Unit Annual Action Plan Update” (i.e., Annual Action Plan Update). For the division planning, the Division Action Plan is used. The planning form for areas is currently not available. In order to strengthen the link between planning and resource allocation, the educational master planning and resource allocation process at the college was reviewed, discussed, and forwarded by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council. As a part of the college-wide effort, new planning forms for units, divisions, and areas—the Annual Unit Plan, the Annual Division Plan, and the Annual Area Plan, respectively—are now being developed. Table 2.2 summarizes the current and new terms used to indicate planning forms for units, divisions, and areas.

Table 2.2. Terms Used for Planning at Cerritos College

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit Action Plan</td>
<td>Annual Unit Plan</td>
</tr>
<tr>
<td></td>
<td>Annual Action Plan Update</td>
<td>Annual Action Plan Update</td>
</tr>
<tr>
<td>Division</td>
<td>Division Action Plan</td>
<td>Annual Division Plan</td>
</tr>
<tr>
<td>Area</td>
<td>N/A</td>
<td>Annual Area Plan</td>
</tr>
</tbody>
</table>

Section I: What are the Planning Forms for Units?

Current Unit Planning Forms: Unit Action Plan and Annual Action Plan Update

Currently, instructional and non-instructional units complete the Unit Action Plan for their unit planning and the Annual Action Plan Update to annually update the original unit plan (i.e., Unit Action Plan). The requirements of the Unit Action Plan include eight sections, while the Annual Action Plan Update has six sections. Table 2.3 shows the details of these two plans (Refer to Appendices F and G for the actual unit planning forms currently used at Cerritos College).

Table 2.3. Details of the Current Unit Planning Forms: Unit Action Plan and Annual Action Plan Update

<table>
<thead>
<tr>
<th>Section</th>
<th></th>
<th>Title</th>
<th>Details</th>
<th></th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Unit’s General Description</td>
<td>Units served (e.g., W SCH)</td>
<td>Workload Measure</td>
<td>Units served (e.g., W SCH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Community Demographics</td>
<td>Environmental data</td>
<td>Environmental Scan</td>
<td>Changes in environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Economic and Job Market Forecast</td>
<td>Environmental data</td>
<td>Workload Measure Projections</td>
<td>Projections in units served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Workload Measure Projections</td>
<td>Projections in units served</td>
<td>Plan Implementation Steps</td>
<td>Steps to implement plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Unit’s Purpose, Focus, Goals</td>
<td>Unit mission and goals</td>
<td>Plan Objectives and Budget Implications</td>
<td>Areas of emphasis in year and resource needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Unit’s 1, 5, 10 Year Plan</td>
<td>Unit’s Long-term plan, goals</td>
<td>Suggestions (Campus-wide)</td>
<td>Suggestions about campus-wide changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Areas Impacted by Plan</td>
<td>Other units as part of plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Suggestions (Campus-wide)</td>
<td>Suggestions about campus-wide changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**New Unit Planning Form: Annual Unit Plan**

In the new Educational Master Planning and Resource Allocation Model, the new unit planning form (*Annual Unit Plan*), has 10 components as shown in Table 2.4. The new unit planning form (*Annual Unit Plan*) is very similar to the current forms (*Unit Action Plan* and *Annual Unit Plan Update*) with two notable exceptions, the Unit’s Plan for Assessing Student Learning Outcomes (section 2) and Unit’s Strengths and Weaknesses (section 4). Through the two sections, a unit identifies the unit’s Student Learning Outcomes (SLOs) and its internal strengths and weaknesses, respectively. Table 2.4 shows the components and tasks of the new unit planning form. For the detailed description and steps of the new unit planning form, please refer to Chapter 3 of the *Cerritos College Planning Handbook*.

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Component</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit’s Mission Statement</td>
<td>State the unit’s mission</td>
</tr>
<tr>
<td>2</td>
<td>Unit’s Plan for Assessing Student Learning Outcomes</td>
<td>Identify the unit’s SLOs</td>
</tr>
<tr>
<td>3</td>
<td>Unit’s Characteristics and Trends</td>
<td>Describe and assess the unit and data</td>
</tr>
<tr>
<td>4</td>
<td>Unit’s Strengths and Weaknesses</td>
<td>Identify unit’s strengths and weaknesses</td>
</tr>
<tr>
<td>5</td>
<td>Unit’s Opportunities and Challenges</td>
<td>Identify unit’s opportunities and challenges</td>
</tr>
<tr>
<td>6</td>
<td>Unit’s 3-5 Year Strategic Directions</td>
<td>Identify 3-5 year strategic directions for the unit</td>
</tr>
<tr>
<td>7</td>
<td>Unit’s Planning Impact</td>
<td>Indicate unit’s planning impact</td>
</tr>
<tr>
<td>8</td>
<td>Unit’s Goals and Activities</td>
<td>Identify unit’s goals and objectives</td>
</tr>
<tr>
<td>9</td>
<td>Unit’s Resource Needs</td>
<td>Describe resource needs</td>
</tr>
<tr>
<td>10</td>
<td>Unit’s Planning Participants</td>
<td>List participants in the unit plan</td>
</tr>
</tbody>
</table>

**Comparison of the Current Unit Planning Forms to the New Unit Planning Form**

Table 2.5 compares the characteristics of the new unit planning form (*Annual Unit Plan*) with the two current unit planning forms (*Unit Action Plan* and *Annual Action Plan Update*). The new unit planning form may be used for both to create an original unit plan and to annually update the original plan while each of the current unit planning forms are used separately for original planning and for its update. The new unit planning form (*Annual Unit Plan*) consists of 10 components compared to eight components for the *Unit Action Plan* and six for the *Annual Action Plan Update*. As mentioned above, the major difference of the new unit planning form compared to the current forms is that it includes two new components, Unit’s Plan for Assessing Student Learning Outcomes and Unit’s Strengths and Weaknesses. A new component, Unit’s Plan for Assessing Student Learning Outcomes, is a description of the unit’s Student Learning Outcomes (SLOs). By identifying the unit’s learning outcomes at the second component, along with describing the unit’s mission at the first component, the new unit planning form specifies the unit’s concrete role at and essential effect on the college. Another new component, Unit’s Strengths and Weaknesses, consists of identifying the unit’s internal strengths and weaknesses. The strengths are internal issues that positively affect the unit’s performance, whereas the weaknesses are internal issues that negatively affect the unit’s performance (Refer to Appendix I for the actual new unit planning form proposed).
Table 2.5. Comparison of the Current Unit Planning Forms to the New Unit Planning Form

<table>
<thead>
<tr>
<th>Current Unit Planning Forms</th>
<th>New Unit Planning Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Action Plan</strong></td>
<td><strong>Annual Action Plan</strong></td>
</tr>
<tr>
<td><strong>Annual Action Plan Update</strong></td>
<td><strong>Update</strong></td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td><strong>Annual Unit Plan</strong></td>
</tr>
<tr>
<td>To create original plan</td>
<td>Both to create and update plan</td>
</tr>
<tr>
<td>To update original plan</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Components</strong></td>
<td><strong>Components</strong></td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>List of Components</strong></td>
<td><strong>Plan</strong></td>
</tr>
<tr>
<td>I. Unit’s General Description</td>
<td>I. Workload Measure</td>
</tr>
<tr>
<td>II. Community Demographics</td>
<td>II. Environmental Scan</td>
</tr>
<tr>
<td>III. Economic and Job Market Forecast</td>
<td>III. Workload Measure Projections</td>
</tr>
<tr>
<td>IV. Workload Measure Projections</td>
<td>IV. Plan</td>
</tr>
<tr>
<td>V. Unit’s Purpose, Focus, and Goals</td>
<td>Implementation Steps</td>
</tr>
<tr>
<td>VI. Unit’s 1,5, and 10 Year Plan</td>
<td>V. Plan Objectives and Budget Implications</td>
</tr>
<tr>
<td>VII. Areas Impacted by Plan</td>
<td>VI. Suggestions</td>
</tr>
<tr>
<td>VIII. Suggestions (Campus-wide)</td>
<td>(Campus-wide)</td>
</tr>
</tbody>
</table>

How the Current Unit Planning Forms Are Incorporated into the New Unit Planning Form

Table 2.6 displays how the new Educational Master Planning and Resource Allocation Model recently developed by Cerritos College incorporates the current unit planning forms (Unit Action Plan and Annual Action Plan Update) into the new unit planning form (Annual Unit Plan). Although the new form is very similar with the current forms, it is more comprehensive by including all components of the current forms and also adding two new components, Unit’s Plan for Assessing Student Learning Outcomes and Unit’s Strengths and Weaknesses.

To define the unit’s purpose, the new unit planning form uses Unit’s Mission Statement whereas the current forms use Unit’s Purpose, Focus, and Goals. The Unit’s Mission Statement in the new unit planning form addresses thoroughly what is the unit’s purpose/mission, what the unit is doing to address its purpose/mission, and how the unit’s purpose/mission supports the college’s mission. A new component (i.e., Unit’s Plan for Assessing Student Learning Outcomes), which is included in the new form and not included in the current forms, specifies the unit’s concrete role at and essential effect on the college by identifying the unit’s actual outcomes—that is, Student Learning Outcomes (SLOs). The Unit’s Characteristics and Trends in the new form provides the information regarding the unit’s overall characteristics including all information presented at Unit’s General Description, Workload Measure, and Workload Measure Projections in the current forms. Another new component in the new unit planning form, Unit’s Strengths and Weaknesses, identifies the internal issues that make the unit stronger or unique and that negatively affect the unit’s performance. The Unit’s Opportunities and Challenges in the new unit planning form encompass Community Demographics, Economic and Job Market Forecast, and Environmental Scan in the current forms and indicate respectively external factors which may improve or negatively affect the unit’s
performance. The sixth component, Unit’s 3-5 Year Strategic Directions, describes where the unit as a whole is heading over the next 3-5 years and is comparable to Unit’s 1,5, and 10 Year Plan and Plan Implementation Steps in the current unit planning forms. In the Unit’s Planning Impact section of the new unit planning form, a unit indicates any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the unit were implemented. Also, in this section, a unit may indicate any items that merit further examination at another planning level (i.e., an annual division and/or area plans), in the next planning cycle, or by other units. The section is equivalent to Suggestions (Campus-Wide) and Areas Impacted by Plan sections in the current unit planning forms. Through the Sections 8 and 9 (i.e., Unit’s Goals and Activities and Unit’s Resource Needs) the new unit planning form reports the unit’s goal, specific activities, and resources needed to achieve the goals. These two sections in the new planning form embrace two sections in the current unit planning forms such as Unit’s 1,5, and 10 Year Plan and Plan Objectives and Budget Implications. Finally, through the last section, Unit’s Planning Participants, the new unit planning form lists the individuals who participated in the development of the unit plan.

Table 2.6. Comprehensiveness of the New Unit Planning Form

<table>
<thead>
<tr>
<th>New Unit Planning Form</th>
<th>Current Unit Planning Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Unit Plan</strong></td>
<td><strong>Unit Action Plan</strong></td>
</tr>
<tr>
<td>1. Unit’s Mission Statement</td>
<td>V. Unit’s Purpose, Focus, and Goals</td>
</tr>
<tr>
<td>2. Unit’s Plan for Assessing Student Learning Outcomes</td>
<td><strong>Not Included</strong></td>
</tr>
<tr>
<td>3. Unit’s Characteristics and Trends</td>
<td>I. Unit’s General Description IV. Workload Measure Projections</td>
</tr>
<tr>
<td><strong>Unit’s Strengths and Weaknesses</strong></td>
<td><strong>Not Included</strong></td>
</tr>
<tr>
<td>5. Unit’s Opportunities and Challenges</td>
<td>II. Community Demographics III. Economic and Job Market Forecast</td>
</tr>
<tr>
<td>6. Unit’s 3-5 Year Strategic Directions</td>
<td>VI. Unit’s 1,5, and 10 Year Plan IV. Plan Implementation Steps</td>
</tr>
<tr>
<td>7. Unit’s Planning Impact</td>
<td>VIII. Suggestions (Campus-wide) VII. Areas Impacted by Plan VI. Suggestions (Campus-wide)</td>
</tr>
<tr>
<td>8. Unit’s Goals and Activities</td>
<td>VI. Unit’s 1,5, and 10 Year Plan V. Plan Objectives and Budget Implications</td>
</tr>
<tr>
<td>9. Unit’s Resource Needs</td>
<td>VI. Unit’s 1,5, and 10 Year Plan V. Plan Objectives and Budget Implications</td>
</tr>
<tr>
<td>10. Unit’s Planning Participants</td>
<td>I. Unit’s General Description Unit’s Name and Contact Person</td>
</tr>
</tbody>
</table>

Section II: What are the Planning Forms for Divisions?

Comparison of the Current Division Planning Form to the New Division Planning Form
Currently, divisions complete the *Division Action Plan* for their division planning. The requirements for the *Division Action Plan* include six sections (see Table 2.7). The current division planning form is similar to the current unit planning form (i.e., *Unit Action Plan*) in its components, with an exception, Division’s General Enrollment Plan. The current unit planning form contains three components such as Community Demographics, Economic and Job Market Forecast, and Workload Measure Projections to demonstrate a unit’s environment data and background. However, the current division planning form uses a component, Division’s General Enrollment Plan, to provide information on a division’s background and environmental scan (Refer to Appendix H for the actual division planning form currently used at Cerritos College).

The new division planning form (*Annual Division Plan*) consists of eight components and is also very similar to the new unit planning form, the *Annual Unit Plan*. Compared to the new unit planning form, a component of Unit’s Plan for Assessing Student Learning Outcomes is subtracted from the new division planning form since the Student Learning Outcomes exists at the program or course level (i.e., unit level). Conversely, in the new division planning form, a component of Mapping of Unit Goals to Division Goals is added as the last section of the form in order to incorporate unit goals into division goals. Through the last component, communications between unit and division levels in the planning process occur (Refer to Appendix J for the new division planning form, the *Annual Division Plan*. Also, for the detailed description and steps of the new division planning form, please refer to Chapter 4 of the *Cerritos College Planning Handbook*).

Table 2.7 compares the characteristics of the new division planning form, the *Annual Division Plan*, to the current division planning form, the *Division Action Plan*. The new division planning form (*Annual Division Plan*) consists of 10 components compared to six components for the current division planning form, the *Division Action Plan*. The major differences of the new division planning form compared to the current division planning form is that it includes two new components, Division’s Strengths and Weaknesses (section 3) and Mapping of Unit Goals to Division Goals (section 10). Similar to Unit’s Strengths and Weaknesses, a new component in the new division planning form—Division’s Strengths and Weaknesses—identifies the internal issues that positively and negatively affect the division’s performance. Another new component, Mapping of Unit Goals to Division Goals, facilitates communications between unit and division levels in the planning process by incorporating unit goals into division goals.
Table 2.7. Comparison of the Current Division Planning Form to the New Division Planning Form

<table>
<thead>
<tr>
<th></th>
<th>Current Division Planning Form</th>
<th>New Division Planning Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Division Action Plan</td>
<td>Annual Division Plan</td>
</tr>
<tr>
<td>Number of Components</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>List of Components</td>
<td>I. Division’s General Description</td>
<td>1. Division’s Mission Statement</td>
</tr>
<tr>
<td></td>
<td>II. Division’s Purpose and Focus</td>
<td>2. Division’s Characteristics and Trends</td>
</tr>
<tr>
<td></td>
<td>III. Division’s General Enrollment Plan</td>
<td>3. Division’s Strengths and Weaknesses</td>
</tr>
<tr>
<td></td>
<td>IV. Division’s Priorities, Goals, and Objectives</td>
<td>4. Division’s Opportunities and Challenges</td>
</tr>
<tr>
<td></td>
<td>V. Activities and Resources</td>
<td>5. Division’s 3-5 Year Strategic Directions</td>
</tr>
<tr>
<td></td>
<td>VI. Areas Impacted by Plan</td>
<td>6. Division’s Planning Impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Division’s Goals and Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Division’s Resource Needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Division’s Planning Participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Mapping of Unit Goals to Division Goals</td>
</tr>
</tbody>
</table>

How the *Current* Division Planning Form Is Incorporated into the *New* Division Planning Form

Table 2.8 displays how the new Educational Master Planning and Resource Allocation Model incorporates the current division planning form (*Division Action Plan*) into the new division planning form (*Annual Division Plan*). Although the new form is similar with the current form in terms of its components, it is more comprehensive by including all components of the current form and also adding two new components, Division’s Strengths and Weaknesses and Mapping of Unit Goals to Division Goals.

Table 2.8. Comprehensiveness of the New Division Planning Form

<table>
<thead>
<tr>
<th>New Division Planning Form</th>
<th>Current Division Planning Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Division Plan</td>
<td>Division Action Plan</td>
</tr>
<tr>
<td>1. Division’s Mission Statement</td>
<td>I. Division’s General Description</td>
</tr>
<tr>
<td>2. Division’s Characteristics and Trends</td>
<td>II. Division’s Purpose and Focus</td>
</tr>
<tr>
<td>3. Division’s Strengths and Weaknesses</td>
<td>III. Division’s General Enrollment Plan</td>
</tr>
<tr>
<td>4. Division’s Opportunities and Challenges</td>
<td>Not Included</td>
</tr>
<tr>
<td>5. Division’s 3-5 Year Strategic Directions</td>
<td>III. Division’s General Enrollment Plan</td>
</tr>
<tr>
<td>6. Division’s Planning Impact</td>
<td>IV. Division’s Priorities, Goals, and Objectives</td>
</tr>
<tr>
<td>7. Division’s Goals and Activities</td>
<td>VI. Areas Impacted by Plan</td>
</tr>
<tr>
<td>8. Division’s Resource Needs</td>
<td>IV. Division’s Priorities, Goals, and Objectives</td>
</tr>
<tr>
<td>9. Division’s Planning Participants</td>
<td>V. Activities and Resources</td>
</tr>
<tr>
<td>10. Mapping of Unit Goals to Division Goals</td>
<td>I. Division’s General Description</td>
</tr>
<tr>
<td></td>
<td>Not Included</td>
</tr>
</tbody>
</table>
To define the division’s purpose, the new division planning form uses Division’s Mission Statement whereas the current unit planning form uses Division’s General Description and Division’s Purpose and Focus. Compared to the current division planning form, the Division’s Mission Statement in the new division planning form can address more thoroughly what is the division’s purpose/mission, what the division is doing to address its purpose/mission, and how the division’s purpose/mission supports the college’s mission. The following three components, Division’s Characteristics and Trends, Division’s Strengths and Weaknesses, and Division’s Opportunities and Challenges, in the new form provides the information regarding the division’s overall characteristics including all information presented at Division’s General Description and Division’s Enrollment Plan in the current form. The fifth component, Division’s 3-5 Year Strategic Directions, describes where the division as a whole is heading over the next 3-5 years and is comparable to Division’s Priorities, Goals, and Objectives in the current division planning form. In the Division’s Planning Impact section, a division indicates any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the division were implemented. Also, in this section, a division may indicate any items that merit further examination at another planning level (i.e., an annual unit and/or area plans), in the next planning cycle, or by other divisions. This section is equivalent to Areas Impacted by Plan in the current division plan form. Through the seventh and eighth section (i.e., Division’s Goals and Activities and Resource Needs), the new division planning form reports the division’s goals, specific activities, and resources needed to achieve the goals. These sections in the new division planning form embraces information from the two sections in the current division planning form such as Division’s Priorities, Goals, and Objective and Activities and Resources. Through the ninth section, Division’s Planning Participants, the new division planning form lists the individuals who participated in the development of the division plan. Finally, the new component, Mapping of Unit Goals to Division Goals, is added to the end of the new division planning form. The component incorporates unit goals into division goals, thus encouraging communications between unit and division levels in the planning process.

Section III: What are the Planning Forms for Areas?

New Area Planning Form: Annual Area Plan
Although the current planning process in unit or division levels at Cerritos College is conducted by completing the existing unit planning form (Unit Action Plan or Annual Action Plan Update) or division planning form (Division Action Plan), the planning form for areas is currently not available. Recently, as a part of the college-wide effort to further unify the planning and resource allocation process, a new planning form for areas as well as for units and divisions was proposed. For the detailed description and steps of the new area planning form, please refer to Chapter 5 of the Cerritos College Planning Handbook.

Similar to the new division planning form (i.e., Annual Division Plan), the new area planning form (Annual Area Plan) consists of eight components and is also very analogous to the new unit planning form, the Annual Unit Plan. Compared to the new unit planning form, a component of Unit’s Plan for Assessing Student Learning Outcomes is subtracted from the new area planning form since the Student Learning Outcomes (SLOs) exists at the program or course level (i.e., unit level). Conversely, in the new area planning form, a component of Mapping of Division Goals to Area Goals is added as the last section of the form in order to incorporate division goals into area goals. Through the last component, communications between division and area levels in the planning process occur (Refer to Appendix K for the actual new area planning form proposed).
Table 2.9. Components and Tasks of the New Area Planning Form: *Annual Area Plan*

<table>
<thead>
<tr>
<th>Number</th>
<th>Component</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Area’s Mission Statement</td>
<td>State the area’s mission</td>
</tr>
<tr>
<td>2</td>
<td>Area’s Characteristics and Trends</td>
<td>Describe and assess the area and data</td>
</tr>
<tr>
<td>3</td>
<td>Area’s Strengths and Weaknesses</td>
<td>Identify area’s strengths and weaknesses</td>
</tr>
<tr>
<td>4</td>
<td>Area’s Opportunities and Challenges</td>
<td>Identify area’s opportunities and challenges</td>
</tr>
<tr>
<td>5</td>
<td>Area’s 3-5 Year Strategic Directions</td>
<td>Identify 3-5 year strategic directions for the area</td>
</tr>
<tr>
<td>6</td>
<td>Area’s Planning Impact</td>
<td>Indicate area’s planning impact</td>
</tr>
<tr>
<td>7</td>
<td>Area’s Goals and Activities</td>
<td>Identify area’s goals and activities</td>
</tr>
<tr>
<td>8</td>
<td>Area’s Resource Needs</td>
<td>Describe resource needs</td>
</tr>
<tr>
<td>9</td>
<td>Area’s Planning Participants</td>
<td>List participants in the area planning</td>
</tr>
<tr>
<td>10</td>
<td>Mapping of Division Goals to Area Goals</td>
<td>Incorporate division goals into area goals</td>
</tr>
</tbody>
</table>
Chapter 3
Guidelines for Developing an Annual Unit Plan
Chapter 3
Guidelines for Developing an Annual Unit Plan

Introduction
The purpose of this chapter is to provide guidance in developing an Annual Unit Plan. In addition, the chapter gives suggestions on how to complete the Annual Unit Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow. However, note that the guidelines presented in this chapter are only suggestions for developing an Annual Unit Plan. Units may modify the guidelines as needed and/or apply them to the development of a plan in ways that best suit their needs, or may create its own planning protocol.

What is planning at the unit level?
Unit planning is a process in which a unit manager, through a process of dialogue and discussion, uses information from the unit and the program review process to identify and document the unit’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. Planning is the way a unit coordinates its efforts to accomplish its mission. It is the process that enables a unit to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the unit from where it is to where it wants to be. Planning is also how the activities of all units, divisions, and areas of the college are coordinated so the college as a whole functions more efficiently. At Cerritos College, planning tools (i.e., forms) serve to link program review, planning, and resource allocation.

What is the difference between program review and planning?
Although program review and planning are linked in terms of institutional processes—they are two distinct and different activities. Program review is the comprehensive evaluation or assessment of a program (i.e., unit). The Academic Senate of the California Community College refers to program review as “a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates units and services, and fosters self-renewal and self-study (Program Review: Developing a Faculty Driven Process, Spring 1996).” While program review is an evaluation, planning is a process to chart the purpose, direction, goal, activities, and resources needed to achieve the unit’s mission. While program review is conducted at least once every six years, planning is done annually. Program review relates to planning in this way: information, data, results, and findings from the program review process are used to develop a unit’s plan. Generally speaking, a new evaluation or assessment (i.e., another program review) is not conducted for the unit plan. Rather, existing data are used for the unit plan. The focus of planning is not on evaluation of the unit but rather the direction of the unit.

What information and data can be used in the unit planning process?
Units can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor’s Office, etc. In addition, institutional data for instructional units can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to institutional data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, programs awards, success rates, and retention rates.
What are the suggested steps to follow in the unit planning process?

The planning process consists of these three steps:

1. Develop a protocol for dialogue and discussion of the Annual Unit Plan
2. Develop and complete the Annual Unit Plan Form
3. Communicate and submit the Annual Unit Plan

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Unit Plan

WASC (Western Association of Schools and Colleges) encourages dialogue and discussion in institutional processes. In the planning process, the manager of the unit or the person assigned to the responsibility initiates the planning process by creating a protocol for developing the plan in the unit. The protocol is way—however informal or formal—for the unit manager to invite participants into the planning process and into the development of the Annual Unit Plan. Unit managers may wish to individually or collectively develop the plan. Unit managers can invite members of the unit or members of other units, etc. into the planning process. Examples of this would be the advisory panels used by vocational programs (i.e., units) or individuals (students or college employees) who use the services provided by the unit. Unit managers can consider the following in developing a protocol for planning:

- Active engagement in the process, including meetings, training, gathering information, soliciting input as appropriate, and preparing drafts.
- Collective decision-making about goals, activities, and allocation priorities for existing resources at their level (i.e., unit level).
- Seek input from appropriate sources that impact operations and decision-making such as advisory committees, transfer institutions, and other planning committees.
- Gather information on the status of the implementation of the existing plans.
- Communicate the planning process and its progress and results to colleagues and constituents.

Step 2: Develop and Complete the Annual Unit Plan Form

Units may wish to review relevant information for planning before developing the Annual Unit Plan. Unit managers may consider the following:


2. Review the unit’s mission statement, the last year’s unit plan, and the unit’s most recent program review report.

3. Review relevant and important information from other sources (i.e., advisory boards, external accrediting bodies, state reports, etc.).

The Annual Unit Plan Form consists of ten sections. The following provides the detailed description of each section and guidelines for how to complete the section.

Section 1. Unit’s Mission Statement
Using information from your unit’s program review and from other sources, indicate the unit’s mission. You may use the mission statement you used in your unit’s program review, if applicable. When you create your unit’s mission statement, you may find the following questions are helpful:

1. **How does our unit’s mission support the college’s mission?**  
The unit’s mission should support the college’s mission. Thus, begin by reviewing the college’s mission statement, and then explain how our unit’s (i.e., department, program, and/or office) mission supports the college’s mission.

2. **What is the purpose of our unit?**  
Explain your unit’s role at the college. What are the opportunities or needs that your unit addresses? When you address the purpose of your unit, make sure to describe the population your unit serves. Are you serving students, staff, faculty, and/or community members? If it is difficult to identify your unit’s purpose or how your unit’s mission supports the college’s mission, you may ask yourselves “If our unit ceased to exist today, what would be the effect on the college?” If you can identify any effect, you may draw the purpose of your unit and how your unit’s mission supports the college’s mission.

3. **What are we doing to address our purpose (the business of your unit)?**  
Explain how array of services that your unit provides meets your purpose. Begin by asking yourselves, why do we perform the services, tasks, and/or activities that we do? Every service your unit provides has a purpose. Think about the range and nature of the services you provide, and then come up with general categories that reflect every facet of the business your unit provides. Try to include verbs, or action words, that describe what the unit is doing to meet its purpose. What does the unit intend to provide, produce, reduce, improve, or change to further its mission?

**Section 2. Unit’s Plan for Assessing Student Learning Outcomes**  
Using information from program review and from other sources, state your unit’s plan for developing and assessing course and/or program level Student Learning Outcomes (SLOs). Units will be at different stages of SLO development; some have not begun; others have articulated SLOs; others are developing ways to assess SLOs, and still others are assessing SLOs. Where is your unit in the process? How do you plan to proceed to the next stages of the process? If you have any questions regarding the SLO planning process, please contact the SLO coordinators Jan Connal (x2143) and Frank Mixson (x2820).

**Section 3. Unit’s Characteristics and Trends**  
Indicate the unit’s characteristics. In other words, describe what the unit does or what services it provides. The unit’s trends focuses more on quantitative perspectives regarding what the unit does. Use the quantitative data (numbers) and qualitative data (words) you used in the program review of your unit. Address any significant trends in your data. Identify and discuss the effect that trends may have on the unit’s organization, structure, and nature. A suggested source of information for the section is the unit’s program review.

**Section 4. Unit’s Strengths and Weaknesses**  
Indicate the unit’s internal strengths and weaknesses. The strengths of the unit are internal issues that make the unit stronger or unique or are sources of pride to the unit. The weaknesses of the unit are internal issues that affect the unit’s performance negatively. A suggested source of information for the section is the unit’s program review.
Section 5. Unit’s Opportunities and Challenges
Indicate the unit’s external opportunities and challenges. The opportunities of the unit are those external factors, independent of your unit, which you might choose to pursue. External opportunities are things that will give you the opportunity to further your unit’s mission, improve your unit’s performance, and/or expand your unit. Conversely, the challenges of the unit are those external factors that are out of your control, which threaten your unit negatively. A suggested source of information for the section is the unit’s program review.

Section 6. Unit’s 3-5 Year Strategic Directions
Using the information you presented in the previous sections and any information you have, describe the strategic directions you foresee the unit evolving, or changes you foresee over the next 3-5 years. A suggested source of information for the section is the unit’s program review.

A helpful way to articulate a strategic direction
A unit’s strategic direction is a general statement that describes where the unit wants to go or a desired aspiration of the unit. When you write the unit’s strategic directions, the following questions may be helpful:

1. What do we want to be or where are we heading?
A strategic direction is a well thought out and clear statement that describes where your unit is heading. What direction do you desire to move your unit?

2. What is the focus of our strategic direction?
The focus of your strategic direction will often be the individuals (e.g., students, committee members, staff, employees, etc.) affected by it. The focus may also be a place, a physical object, a situation, or an event.

Examples of Strategic Directions

Strategic Direction: Over the next 3-5 years, the Political Science Department will address the diverse learning styles of students who enroll in political science courses.

The relationship among unit’s directions, goals, and activities
There are differences between strategic directions, goals, and activities. This section explains how they differ. First, strategic directions are general, whereas goals and activities are definite or specific. Strategic directions inform you where you want to go, whereas goals tell you what you will accomplish when you get there. Activities are even more specific than goals. Activities are specific steps/tasks you will need to accomplish the goal. The diagram below illustrates how the mission, strategic direction, goals, activities, and resource needs relate to each other.
Section 7. Unit’s Planning Impact
Based on the information you have presented in the previous and subsequent sections, the information from your unit’s program review, and other information you have available, indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the unit were implemented. Also, indicate any items that merit further examination at another planning level (i.e., an annual division or area plan), in the next planning cycle, or by other units.

Section 8. Unit’s Goals and Activities
Using the information you have presented in the previous sections, create goals and activities to achieve the goals.

Goals
A unit’s goal is a general statement of something the unit wants to accomplish for the unit’s improvement.

A helpful way to articulate a unit’s goal
As in all sections of the form, units can articulate goals as they wish. Below is a way to approach a unit’s goal.

1. Actor
   The actor of the goal is the person, office, or unit that will work to accomplish the goal.

2. Focus
   The focus of the goal is the target affected by the unit’s goal. The focus will generally be the individuals such as students, faculty, or staff, or a place, a physical object, a situation, or an event.
3. **Outcome**
   The outcome (or change) of the goal is the final product or result your unit wants to accomplish.

4. **Conditions**
   Conditions are circumstances that help you determine whether your goal has been accomplished. Ask yourselves, what is the time frame in which you want to accomplish your goal? By how much do you want to improve your goal? The following two considerations may be helpful.
   - **Time**
     Indicate the time frame in which your goal will be accomplished. When will you implement your goal? When will you see the results? What is a realistic time frame in which you will see results?
     *Examples are: by Fall 2005, by the end of the 05/06 academic year, etc.*
   - **Degree**
     What is a realistic amount of change?
     *Examples are: increase by 2.5%, install 50 more components, etc.*

**Examples of Goals**

- **Goal:** *Over the next 3-5 years, the Political Science Department will implement strategic efforts to promote the use of online supplemental instruction (i.e., MyPoliSciLab).*

**Activities**

An activity is a specific step/task necessary to accomplish a goal.

**A helpful way to articulate a unit's activity**

Use the same general guidelines in the steps to writing a goal to write an activity. That is, consider the following four components: 1) **actor**, 2) **focus**, 3) **outcome**, and 4) **conditions**.

**Example of Activities**

- **Activity #1.1:** *By the end of Fall 2008, the Political Science Department will develop departmental initiatives for promoting student use of MPSL.*

- **Activity #1.2:** *By the end of Fall 2008, the Political Science Department will conduct studies to document the effect of MPSL on student learning.*

**Section 9. Unit's Resource Needs**

Based on the goals and activities you have presented in the previous sections, the unit manager identifies the resources needed to execute the activities and accomplish the goals. The Resource Needs section of the unit planning form is divided into four sections that represent different types of
resource needs. The sections are 1) Capital Items, 2) Facilities, 3) Additional Personnel, and 4) Budget Augmentation. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Then, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Make sure to state your activities in priority order. The activities that have resource needs, which will not be met within the unit’s existing budget, will be reviewed at the next level of the planning process (i.e., an annual division or area plan).

1. **Resources Needed: Capital Items**
   Give a description of the capital items required to carry out the goals and/or activities. Capital items are defined as tangible items with a cost of more than 500 dollars and a life expectancy greater than three years (excluding computers). The following questions may be helpful.
   - What do you want to do or accomplish with this capital items?
   - Where is the physical location that the capital items will be installed? Is this replacing an existing piece of equipment or is it a new installation?

2. **Resources Needed: Facilities**
   Give a description of the facilities required to carry out the goals and/or activities. The following questions may be helpful.
   - What do you want to accomplish with this space or modification?
   - Where is the physical location of the space?

3. **Resources Needed: Additional Personnel**
   Give a description of the position required to carry out the goals and/or activities. Additional personnel include faculty and non-faculty personnel. The following questions may be helpful.
   - Who will be carrying out the activity?
   - How much personnel time will be required?
   - Is the position part-time or full-time?
   - Is the position permanent or temporary?

4. **Resources Needed: Budget Augmentation**
   Give a description of the additional budget required to carry out the goals and/or activities in the plan.

**Section 10. Unit’s Planning Participants**
The last section of the Annual Unit Plan Form is to list the all individuals who participated in the development of the plan.

**Step 3: Communicate and Submit the Annual Unit Plan**
Unit managers are responsible for communicating the unit plan to members of the unit. Unit managers develop the protocol for developing the unit plan within the unit and, as such, also develop the process to communicate the plan, plan goals, and plan activities. The following are suggestions only for communicating the plan:
1. Share the unit plan with unit members that were not involved with the plan’s development.
2. Share your division’s map of the unit goals to the division goals. In the Annual Division Plan, your division manager maps the goals submitted by the units in the division showing which goals were incorporated into the division’s plan and which were not. See Section 10, “Mapping of Unit Level Goals to Division Level Plan” of the Annual Division Plan Form (in the Appendix J) for more information.

After the unit manager has developed the unit plan, forward an electronic and/or hard copy (whichever is preferred by the unit and/or division manager) of the plan to the division manager. **Note that where there is no division level between the unit and area levels, unit plans should go directly to the area manager.**
Chapter 4
Guidelines for Developing an Annual Division Plan

Introduction
The purpose of this chapter is to provide guidance in developing an Annual Division Plan. In addition, the chapter gives suggestions on how to complete the Annual Division Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow. However, note that the guidelines presented in this chapter are only suggestions for developing an Annual Division Plan. Divisions may modify the guideline as needed and/or apply them to the development of a plan in ways that best suit their needs, or may create its own planning protocol.

What is the planning at the division level?
Division planning is a process in which a division manager, through a process of dialogue and discussion, uses information in plans submitted by unit managers in the division, information from other sources, and any results or themes that are available from the program review process to identify and document the division’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. Planning is the way a division coordinates its efforts to accomplish its mission. It is the process that enables a division to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the division from where it is to where it wants to be. Planning is also how the activities of all units, divisions, and areas of the college are coordinated so the college as a whole functions more efficiently. At Cerritos College, planning tools (i.e., forms) serve to link program review, planning, and resource allocation.

What information and data can be used in the division planning process?
Divisions can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor’s Office, etc. In addition, institutional data for instructional divisions can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to institutional data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, programs awards, success rates, and retention rates.

What are the suggested steps to follow in the division planning process?
The planning process consists of these three steps:

1. Develop a protocol for dialogue and discussion of the Annual Division Plan
2. Develop and complete the Annual Division Plan Form
3. Communicate and submit the Annual Division Plan

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Division Plan
WASC (Western Association of Schools and Colleges) encourages dialogue and discussion in institutional processes. In the planning process, the manager of the division or the person assigned to the responsibility initiates the planning process by creating a protocol for developing the plan in the division. The protocol is way—however informal or formal—for the division manager to invite participants into the planning process and into the development of the Annual Division Plan. Division managers may wish to individually or collectively develop the plan. Division managers can
invite members of the division or members of other divisions, etc. into the planning process. Division managers can consider the following in developing a protocol for planning:

- Active engagement in the process, including meetings, training, gathering information, soliciting input as appropriate, and preparing drafts.
- Collective decision-making about goals, activities, and allocation priorities for existing resources at their level (i.e., division level).
- Seek input from appropriate sources that impact operations and decision-making such as advisory committees, transfer institutions, and other planning committees.
- Gather information on the status of the implementation of the existing plans.
- Communicate the planning process and its progress and results to colleagues and constituents.

**Step 2: Develop and Complete the Annual Division Plan Form**

Divisions may wish to review relevant information for planning before developing the Annual Division Plan. Division managers may consider the following:


2. Review the units’ mission statements, the last year’s unit plans, and the units’ most recent program review reports in your division.

3. Review relevant and important information from other sources (i.e., advisory boards, external accrediting bodies, state reports, etc.).

The Annual Division Plan Form consists of ten sections. The following provides the detailed description of each section and guidelines for how to complete the section.

**Section 1. Division’s Mission Statement**

Using information from the units’ program review in your division and from other sources, indicate the division’s mission. When you create your division’s mission statement, you may find the following questions are helpful:

1. **How does our division’s mission support the college’s mission?**
   The division’s mission should support the college’s mission. Thus, begin by reviewing the college’s mission statement, and then explain how our division’s mission supports the college’s mission.

2. **What is the purpose of our division?**
   Explain your division’s role at the college. What are the opportunities or needs that your division addresses? When you address the purpose of your division, make sure to describe the population your division serves. Are you serving students, staff, faculty, and/or community members? If it is difficult to identify your division’s purpose or how your division’s mission supports the college’s mission, you may ask yourselves “If our division ceased to exist today, what would be the effect on the college?” If you can identify any
effect, you may draw the purpose of your division and how your division’s mission supports the college’s mission.

3. What are we doing to address our purpose (the business of your division)?
   Explain how array of services that your division provides meets your purpose. Begin by asking yourselves, why do we perform the services, tasks, and/or activities that we do? Every service your division provides has a purpose. Think about the range and nature of the services you provide, and then come up with general categories that reflect every facet of the business your division provides. Try to include verbs, or action words, that describe what the division is doing to meet its purpose. What does the division intend to provide, produce, reduce, improve, or change to further its mission?

Section 2. Division’s Characteristics and Trends
Indicate the division’s characteristics. In other words, describe what the division does or what services it provides. The division’s trends focuses more on quantitative perspectives regarding what the division does. Use the quantitative data (numbers) and qualitative data (words) stated in the units’ program review results in your division. Address any significant trends in your data. Identify and discuss the effect that trends may have on the division’s organization, structure, and nature. A suggested source of information for the section is the units’ program review results in your division.

Section 3. Division’s Strengths and Weaknesses
Indicate the division’s internal strengths and weaknesses. The strengths of the division are internal issues that make the division stronger or unique or are sources of pride to the division. The weaknesses of the division are internal issues that affect the division’s performance negatively. A suggested source of information for the section is the units’ program review results in your division.

Section 4. Division’s Opportunities and Challenges
Indicate the division’s external opportunities and challenges. The opportunities of the division are those external factors, independent of your division, which you might choose to pursue. External opportunities are things that will give you the opportunity to further your division’s mission, improve your division’s performance, and/or expand your division. Conversely, the challenges of the division are those external factors that are out of your control, which threaten your division negatively. A suggested source of information for the section is the units’ program review results in your division.

Section 5. Division’s 3-5 Year Strategic Directions
Using the information you presented in the previous sections and any information you have, describe the strategic directions you foresee the division evolving, or changes you foresee over the next 3-5 years. A suggested source of information for the section is the units’ program review results in your division.
A helpful way to articulate a strategic direction

A division’s strategic direction is a general statement that describes where the division wants to go or a desired aspiration of the division. When you write the division’s strategic directions, the following questions may be helpful:

1. **What do we want to be or where are we heading?**
   A strategic direction is a well thought out and clear statement that describes where your division is heading. What direction do you desire to move your division?

2. **What is the focus of our strategic direction?**
   The focus of your strategic direction will often be the individuals (e.g., students, committee members, staff, employees, etc.) affected by it. The focus may also be a place, a physical object, a situation, or an event.

Examples of Strategic Directions

*Strategic Direction: Over the next 3-5 years, the Business Division will increase student enrollment in the division.*

The relationship among division’s directions, goals, and activities

There are differences between strategic directions, goals, and activities. This section explains how they differ. First, strategic directions are general, whereas goals and activities are definite or specific. Strategic directions inform you where you want to go, whereas goals tell you what you will accomplish when you get there. Activities are even more specific than goals. Activities are specific steps/tasks you will need to accomplish the goal. The diagram below illustrates how the mission, strategic direction, goals, activities, and resource needs relate to each other.

![Figure 4.1. The relationship among division’s directions, goals, and activities](image)
Section 6. Division’s Planning Impact
Based on the information you have presented in the previous and subsequent sections, the information from the units’ program review in your division, and other information you have available, indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the division were implemented. Also, indicate any items that merit further examination at another planning level (i.e., an annual unit or area plan), in the next planning cycle, or by other divisions.

Section 7. Division’s Goals and Activities
Using the information you have presented in the previous sections, create goals and activities to achieve the goals.

Goals
A division’s goal is a general statement of something the division wants to accomplish for the division’s improvement.

A helpful way to articulate a division’s goal
As in all sections of the form, divisions can articulate goals as they wish. Below is a way to approach a division’s goal.

1. Actor
   The actor of the goal is the person, office, or division that will work to accomplish the goal.

2. Focus
   The focus of the goal is the target affected by the division’s goal. The focus will generally be the individuals such as students, faculty, or staff or a place, a physical object, a situation, or an event.

3. Outcome
   The outcome (or change) of the goal is the final product or result your division wants to accomplish.

4. Conditions
   Conditions are circumstances that help you determine whether your goal has been accomplished. Ask yourselves, what is the time frame in which you want to accomplish your goal? By how much do you want to improve your goal? The following two considerations may be helpful.

   - Time
     Indicate the time frame in which your goal will be accomplished. When will you implement your goal? When will you see the results? What is a realistic time frame in which you will see results? Examples are: by Fall 2005, by the end of the 05/06 academic year, etc.

   - Degree
     What is a realistic amount of change? Examples are: increase by 2.5%, install 50 more components, etc.
Examples of Goals

Goal: Over the next 3-5 years, the Business Division will implement strategic efforts to increase the access of non-traditional students to the courses in the division.

Activities
An activity is a specific step/task necessary to accomplish a goal.

A helpful way to articulate a division’s activity
Use the same general guidelines in the steps to writing a goal to write an activity. That is, consider the following four components: 1) actor, 2) focus, 3) outcome, and 4) conditions.

Example of Activities
Activity: By the end of Fall 2008, the Business Division will increase the number of weekend, evening, and online classes in the division.

Section 8. Division’s Resource Needs
Based on the goals and activities you have presented in the previous sections, the division manager identifies the resources needed to execute the activities and accomplish the goals. The Resource Needs section of the division planning form is divided into four sections that represent different types of resource needs. The sections are 1) Capital Items, 2) Facilities, 3) Additional Personnel, and 4) Budget Augmentation. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Then, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Make sure to state your activities in priority order. The activities that have resource needs, which will not be met within the division’s existing budget, will be reviewed at the next level of the planning process (i.e., an annual area plan).

1. Resources Needed: Capital Items
Give a description of the capital items required to carry out the goals and/or activities. Capital items are defined as tangible items with a cost of more than 500 dollars and a life expectancy greater than three years (excluding computers). The following questions may be helpful.

- What do you want to do or accomplish with this capital items?
- Where is the physical location that the capital items will be installed? Is this replacing an existing piece of equipment or is it a new installation?

2. Resources Needed: Facilities
Give a description of the facilities required to carry out the goals and/or activities. The following questions may be helpful.

- What do you want to accomplish with this space or modification?
- Where is the physical location of the space?
3. **Resources Needed: Additional Personnel**
   Give a description of the position required to carry out the goals and/or activities. Additional personnel include faculty and non-faculty personnel. The following questions may be helpful.

   - Who will be carrying out the activity?
   - How much personnel time will be required?
   - Is the position part-time or full-time?
   - Is the position permanent or temporary?

4. **Resources Needed: Budget Augmentation**
   Give a description of the additional budget required to carry out the goals and/or activities in the plan.

Section 9. **Division’s Planning Participants**
The ninth section of the Annual Division Plan Form is to list the all individuals who participated in the development of the plan.

Section 10. **Mapping of Unit Level Goals to the Division Level Plan**
Finally, the last section of the Annual Division Plan Form incorporates unit goals into division goals. The purpose of this section is to facilitate the communication between unit and division levels in the planning process. That is, in this section, indicate which unit goals in the plans submitted by the unit managers in the division were included in the division plan. The following are general guidelines for completing this section:

1. For each unit in your division, list each goal from the Annual Unit Plan.
2. Indicate the unit and unit goal number from the Annual Unit Plan.
3. For unit goals that are incorporated at the division level, indicate the division goal number from the Annual Division Plan and give a brief one-or-two word description of the goal for reference.
4. If a unit goal is not included in the Annual Division Plan, indicate “Remains at the Unit Level.”

**Step 3: Communicate and Submit the Annual Division Plan**
Division managers are responsible for communicating the division plan to members of the division as well as to unit managers in the division. Division managers develop the protocol for developing the division plan within the division and, as such, also develop the process to communicate the “Mapping of Unit Level Goals to Division Level Plan” to unit managers in the division.

After the division manager has developed, completed, and reviewed the division plan, give each member of your division a copy of the plan and forward an electronic and/or hard copy (whichever is preferred by the area manager) of the plan to the area manager.
Chapter 5
Guidelines for Developing an Annual Area Plan
Chapter 5
Guidelines for Developing an Annual Area Plan

Introduction
The purpose of this chapter is to provide guidance in developing an Annual Area Plan. In addition, the chapter gives suggestions on how to complete the Annual Area Plan form. Each section is intended to make the process as easy as possible by providing answers to the most commonly asked questions; helpful hints and examples and a recommended list of steps to follow. However, note that the guidelines presented in this chapter are only suggestions for developing an Annual Area Plan. Areas may modify the guideline as needed and/or apply them to the development of a plan in ways that best suit their needs, or may create its own planning protocol.

What is the planning at the area level?
Area planning is a process in which an area manager, through a process of dialogue and discussion, uses information in plans submitted by division managers in the area, information from other sources, and any results or themes that are available from the program review process to identify and document the area’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. Planning is the way an area coordinates its efforts to accomplish its mission. It is the process that enables an area to determine where it is now, identify where it wants to be in the future, and create goals and activities to move the area from where it is to where it wants to be. Planning is also how the activities of all units, divisions, and areas of the college are coordinated so the college as a whole functions more efficiently. At Cerritos College, planning tools (i.e., forms) serve to link program review, planning, and resource allocation.

What information and data can be used in the area planning process?
Areas can use information and/or data from existing unit, division, or area plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor's Office, etc. In addition, institutional data for instructional units or divisions can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to institutional data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, programs awards, success rates, and retention rates.

What are the suggested steps to follow in the area planning process?
The planning process consists of these three steps:
1. Develop a protocol for dialogue and discussion of the Annual Area Plan
2. Develop and complete the Annual Area Plan Form
3. Communicate and submit the Annual Area Plan

Step 1: Develop a Protocol for Dialogue and Discussion of the Annual Area Plan
WASC (Western Association of Schools and Colleges) encourages dialogue and discussion in institutional processes. In the planning process, the manager of the area or the person assigned to the responsibility initiates the planning process by creating a protocol for developing the plan in the area. The protocol is way—however informal or formal—for the area manager to invite participants into the planning process and into the development of the Annual Area Plan. Area managers may wish to individually or collectively develop the plan. Area managers can invite members of the area or members of other areas, etc. into the planning process. Area managers can consider the following in developing a protocol for planning:
Active engagement in the process, including meetings, training, gathering information, soliciting input as appropriate, and preparing drafts.

Collective decision-making about goals, activities, and allocation priorities for existing resources at their level (i.e., area level).

Seek input from appropriate sources that impact operations and decision-making such as advisory committees, transfer institutions, and other planning committees.

Gather information on the status of the implementation of the existing plans.

Communicate the planning process and its progress and results to colleagues and constituents.

**Step 2: Develop and Complete the Annual Area Plan Form**

Areas may wish to review relevant information for planning before developing the Annual Area Plan. Area managers may consider the following:


2. Review the units’ and divisions’ mission statements, the last year’s unit and division plans, and the units’ most recent program review reports in your area.

3. Review relevant and important information from other sources (i.e., advisory boards, external accrediting bodies, state reports, etc.)

The Annual Area Plan Form consists of ten sections. The following provides the detailed description of each section and guidelines for how to complete the section.

**Section 1. Area’s Mission Statement**

Using information from the units’ program review in your area and from other sources, indicate the area’s mission. When you create your area’s mission statement, you may find the following questions are helpful:

1. **How does our area’s mission support the college’s mission?**
   The area’s mission should support the college’s mission. Thus, begin by reviewing the college’s mission statement, and then explain how our area’s mission supports the college’s mission.

2. **What is the purpose of our area?**
   Explain your area’s role at the college. What are the opportunities or needs that your area addresses? When you address the purpose of your area, make sure to describe the population your area serves. Are you serving students, staff, faculty, and/or community members? If it is difficult to identify your area’s purpose or how your area’s mission supports the college’s mission, you may ask yourselves “If our area ceased to exist today, what would be the effect on the college?” If you can identify any effect, you may draw the purpose of your area and how your area’s mission supports the college's mission.
3. What are we doing to address our purpose (the business of your area)?

Explain how array of services that your area provides meets your purpose. Begin by asking yourselves, why do we perform the services, tasks, and/or activities that we do? Every service your area provides has a purpose. Think about the range and nature of the services you provide, and then come up with general categories that reflect every facet of the business your area provides. Try to include verbs, or action words, that describe what the area is doing to meet its purpose. What does the area intend to provide, produce, reduce, improve, or change to further its mission?

Section 2. Area’s Characteristics and Trends

Indicate the area’s characteristics. In other words, describe what the area does or what services it provides. The area’s trends focuses more on quantitative perspectives regarding what the area does. Use the quantitative data (numbers) and qualitative data (words) stated in the units’ program review results in your area. Address any significant trends in your data. Identify and discuss the effect that trends may have on the area’s organization, structure, and nature. A suggested source of information for the section is the units’ program review results in your area.

Section 3. Area’s Strengths and Weaknesses

Indicate the area’s internal strengths and weaknesses. The strengths of the area are internal issues that make the area stronger or unique or are sources of pride to the area. The weaknesses of the area are internal issues that affect the area’s performance negatively. A suggested source of information for the section is the units’ program review results in your area.

Section 4. Area’s Opportunities and Challenges

Indicate the area’s external opportunities and challenges. The opportunities of the area are those external factors, independent of your area, which you might choose to pursue. External opportunities are things that will give you the opportunity to further your area’s mission, improve your area’s performance, and/or expand your area. Conversely, the challenges of the area are those external factors that are out of your control, which threaten your area negatively. A suggested source of information for the section is the units’ program review results in your area.

Section 5. Area’s 3-5 Year Strategic Directions

Using the information you presented in the previous sections and any information you have, describe the strategic directions you foresee the area evolving, or changes you foresee over the next 3-5 years. A suggested source of information for the section is the units’ program review results in your area.

A helpful way to articulate a strategic direction

An area’s strategic direction is a general statement that describes where the area wants to go or a desired aspiration of the area. When you write the area’s strategic directions, the following questions may be helpful:

1. What do we want to be or where are we heading?
   A strategic direction is a well thought out and clear statement that describes where your area is heading. What direction do you desire to move your area?

2. What is the focus of our strategic direction?
   The focus of your strategic direction will often be the individuals (e.g., students, committee members, staff, employees, etc.) affected by it. The focus may also be a place, a physical object, a situation, or an event.
Examples of Strategic Directions

Strategic Direction: Over the next 3-5 years, Academic Affairs will increase student enrollment of units in the instructional divisions.

The relationship among area’s directions, goals, and activities

There are differences between strategic directions, goals, and activities. This section explains how they differ. First, strategic directions are general, whereas goals and activities are definite or specific. Strategic directions inform you where you want to go, whereas goals tell you what you will accomplish when you get there. Activities are even more specific than goals. Activities are specific steps/tasks you will need to accomplish the goal. The diagram below illustrates how the mission, strategic direction, goals, activities, and resource needs relate to each other.

Figure 5.1. The relationship among area’s directions, goals, and activities

Section 6. Area’s Planning Impact

Based on the information you have presented in the previous and subsequent sections, the information from the units’ program review in your area, and other information you have available, indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the area were implemented. Also, indicate any items that merit further examination at another planning level (i.e., an annual unit or division plan), in the next planning cycle, or by other areas.

Section 7. Area’s Goals and Activities

Using the information you have presented in the previous sections, create goals and activities to achieve the goals.

Goals

An area’s goal is a general statement of something the area wants to accomplish for the area’s improvement.
A helpful way to articulate an area’s goal

As in all sections of the forms, areas can articulate goals as they wish. Below is a way to approach an area’s goal.

1. **Actor**
   The actor of the goal is the person, office, or area that will work to accomplish the goal.

2. **Focus**
   The focus of the goal is the target affected by the area’s goal. The focus will generally be the individuals such as students, faculty, or staff or a place, a physical object, a situation, or an event.

3. **Outcome**
   The outcome (or change) of the goal is the final product or result your area wants to accomplish.

4. **Conditions**
   Conditions are circumstances that help you determine whether your goal has been accomplished. Ask yourselves, what is the time frame in which you want to accomplish your goal? By how much do you want to improve your goal? The following two considerations may be helpful:

   - **Time**
     Indicate the time frame in which your goal will be accomplished. When will you implement your goal? When will you see the results? What is a realistic time frame in which you will see results?
     Examples are: by Fall 2005, by the end of the 05/06 academic year, etc.

   - **Degree**
     What is a realistic amount of change?
     Examples are: increase by 2.5%, install 50 more components, etc.

Examples of Goals

**Goal:** Over the next 3-5 years, Academic Affairs will implement strategic efforts to increase the access of non-traditional students to units in the instructional divisions.

**Conditions**

**Actor**

**Focus**
Activities
An activity is a specific step/task necessary to accomplish a goal.

A helpful way to articulate an area’s activity
Use the same general guidelines in the steps to writing a goal to write an activity. That is, consider the following four components: 1) actor, 2) focus, 3) outcome, and 4) conditions.

Example of Activities
Activity: By the end of Fall 2008, Academic Affairs will increase the number of weekend, evening, and online classes of units in the instructional divisions.

Section 8. Area’s Resource Needs
Based on the goals and activities you have presented in the previous sections, the area manager identifies the resources needed to execute the activities and accomplish the goals. The Resource Needs section of the planning form is divided into four sections that represent different types of resource needs. The sections are 1) Capital Items, 2) Facilities, 3) Additional Personnel, and 4) Budget Augmentation. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Then, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Make sure to state your activities in priority order.

1. Resources Needed: Capital Items
Give a description of the capital items required to carry out the goals and/or activities. Capital items are defined as tangible items with a cost of more than 500 dollars and a life expectancy greater than three years (excluding computers). The following questions may be helpful.

- What do you want to do or accomplish with this capital items?
- Where is the physical location that the capital items will be installed? Is this replacing an existing piece of equipment or is it a new installation?

2. Resources Needed: Facilities
Give a description of the facilities required to carry out the goals and/or activities. The following questions may be helpful.

- What do you want to accomplish with this space or modification?
- Where is the physical location of the space?

3. Resources Needed: Additional Personnel
Give a description of the position required to carry out the goals and/or activities. Additional personnel include faculty and non-faculty personnel. The following questions may be helpful.

- Who will be carrying out the activity?
- How much personnel time will be required?
- Is the position part-time or full-time?
- Is the position permanent or temporary?
4. **Resources Needed: Budget Augmentation**
   Give a description of the additional budget required to carry out the goals and/or activities in the plan.

**Section 9. Area’s Planning Participants**
The ninth section of the Annual Area Plan Form is to list the all individuals who participated in the development of the plan.

**Section 10. Mapping of Division Level Goals to the Area Level Plan**
Finally, the last section of the Annual Area Plan Form incorporates division goals into area goals. The purpose of this section is to facilitate the communication between division and area levels in the planning process. That is, in this section, indicate which division goals in the plans submitted by the division managers in the area were included in the area plan. The following are general guidelines for completing this section:

1. For each division in your area, list each goal from the Annual Division Plan.
2. Indicate the division and division goal number from the Annual Division Plan.
3. For division goals that are incorporated at the area level, indicate the area goal number from the Annual Area Plan and give a brief one-or-two word description of the goal for reference.
4. If a division goal is not included in the Annual Area Plan, indicate “Remains at the Division Level.”

**Step 3: Communicate and Submit the Annual Area Plan**
Area managers are responsible for communicating the area plan to members of the area as well as to division managers in the area. Area managers develop the protocol for developing the area plan within the area and, as such, also develop the process to communicate the “Mapping of Division Level Goals to Area Level Plan” to division managers in the area.

After the area manager has developed, completed, and reviewed the area plan, give each member of your area a copy of the plan and forward an electronic and/or hard copy (whichever is preferred by the division managers) of the plan to division managers in your area.
Chapter 6
A Guide on Available Institutional Data for Planning at Cerritos College
Chapter 6
A Guide on Available Institutional Data for Planning at Cerritos College

Introduction
The purpose of this chapter is to provide information on what institutional data are available from the Office of Research and Planning for planning at Cerritos College and how to access the data. This chapter also gives a brief description of the relationship between program review and planning at Cerritos College.

What institutional data are available from the Office of Research and Planning for planning at Cerritos College?
Units, divisions, and areas may use information and data for planning from multiple sources such as existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory board, the Chancellor’s Office, and institutional data.

The Office of Research and Planning at Cerritos College provides selected institutional data regarding students and staffs on an annual and ad hoc basis. The institutional data can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, programs awards, success rates, and retention rates. Most of them are quantitative-oriented cross-sectional and/or longitudinal data and can be widely used for planning process at the college. Note that the data are historical, and may not be current.
Appendix
Appendix A. Educational Master Planning and Resource Allocation Process at Cerritos College

Cerritos College

Educational Master Planning and Resource Allocation

Stage A
Educational Master Plan

Stage B
Goal Implementation

Stage C
Unit or Other Plans

Stage D
Action Plan Implementation

Stage E
Evaluation

Stage F
Refinement

Evaluation (Program Review)

Implementation

Step 1
Unit/Other Plan Goals
Resources Needed as
Identified in Unit Plan:
✓ Capital
✓ Facilities
✓ Personnel

Step 2
Prioritization by
Unit - (A)

Step 3
Prioritization by
Division - (B)

Step 4
Prioritization by
Area - (C)

Step 5
Executive Council
(College-Wide
Prioritization)

Step 6
Feedback to
Units and
Divisions from
Area Administrators

Step 7
Planning &
Budget Committees
(Review/Questions
and Advisory
Feedback)

Step 8
Executive Council
(For Feedback
and Possible
Revisions)

Step 9
Planning &
Budget Committees
(Only if
additional
changes)

Step 10
President

Step 11
College Budget
Development

Step 12
Board Adopts Budget

Footnotes:
(A) Area Administrators, President, Vice Presidents, and Director of Human Resources
(b) Division Managers will meet with Unit Representatives to prioritize division resource needs.
(c) Area Administrators will meet with Division Managers to prioritize area resource needs.

Definitions:
Unit Representatives = Department Chairs and Unit Managers
Division Managers = Deans and Directors
Area Administrators = President, Vice Presidents, Directors, and Human Resources
Appendix B. Online Capital Outlay Request Form

REPRODUCTION OF THE ONLINE CAPITAL OUTLAY REQUEST FORM

CERRITOS COMMUNITY COLLEGE DISTRICT

FISCAL YEAR *:

AREA*:

DIVISION /DEPT*:

UNIT*:
[Edit]

CAPITAL OUTLAY REQUEST (except for computers)

Note: Tangible item(s) with a total cost (including tax & shipping) over $500 with life over 3 years.

Request Title:

Responsible Division/Unit Manager

(Manager)*

(Extension)*

(Email)*

(Copy to)*

Room Number

Other Funding Eligibility

□ VTEA*

□ Grants/Contracts*

□ Categorical*

□ Other funding*

□ Emergency Funding

Strategic Plan Priority *

□ Institutional Effectiveness*

□ Learning Centered Institution*

□ Resource Management*

□ Governance and Leadership*

Goal Number(s)

Criteria Priority (ies)*

□ Strategic Plan-Primary Goal*

□ Accreditation Compliance

□ Facility & Infrastructure Preservation

□ Replacement of Obsolete Equipment

□ Growth and/or New Program

□ Code Compliance (Fire, Life Safety, ADA)
Brief description of purpose & rationale for this request:


Brief description of consequences if this request is not approved:


**Capital outlay product description & all related costs (e.g. electrical)** | Quantity | Cost/Item
---|---|---
| | | $

Note: You may add additional product descriptions (items) on the next page after submitting the form.

Additional item(s) needed for this request (other than line items above)*: □ Yes □ No

Brief description of additional items needed for this request:


Brief description of facility accommodation needed for this request:


### Appendix C. Proposed Unit Planning and Recourse Allocation Timeline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td>For units that are scheduled to undergo unit review (at least once every six years), unit review(^4) (assessment) process commences; units develop, design, and execute an assessment of the unit.</td>
<td></td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>Unit review (assessment) validation process commences</td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Individual units begin development of unit plans</td>
<td></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Unit review (assessment) validation report shared with unit members and others</td>
<td></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>Strategic focus areas identified</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Individual units review, revise, and submit a unit plan online and prioritize unit resource needs; college-wide units (e.g. enrollment management) submit unit plan online</td>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Division managers meet with unit representatives to prioritize division resource needs</td>
<td></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Area Administrators meet with division managers to prioritize area resource needs; Planning and Budget Committee reviews, studies, and comments on capital outlay requests from area prioritization</td>
<td></td>
</tr>
<tr>
<td><strong>December(^5)</strong></td>
<td>Executive Council prioritizes college-wide resource needs</td>
<td></td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>Communication of budget assumptions and prioritized college-wide resource needs from Area Administrators to units, divisions, and Planning and Budget Committee</td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Initial presentation of college-wide priorities presented to Planning and Budget Committee</td>
<td></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Final review of preliminary budget, including tentative identification of prioritized college-wide resource needs to be funded</td>
<td></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>Open Planning and Budget Committee meeting to review final draft of annual adopted budget</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Approve adopted budget and allocate resources to individual units and departments</td>
<td></td>
</tr>
</tbody>
</table>

\(^4\) Because instructional program review is under the authority of the Faculty Senate and has a timeline set by the Faculty Senate and/or Program Review Committee, program review in this timeline refers to non-instructional units.

\(^5\) The Executive Council prioritizes college-wide resource needs with the exception of full-time faculty positions, which will be completed through a parallel process by Academic Affairs and Student Services.
Appendix D. Proposed Unit Planning and Recourse Allocation Timeline (Chart)

Unit Planning and Resource Allocation Timeline

**YEAR 1**

Units Scheduled for Program Review
Fall
- Program Review (Assessment)¹
- Units Develop, Design, and Execute Assessment

Spring
- Program Review (Assessment) Results
- Program Review Validation
- Unit Plan Development

**YEAR 2**

Fall
- Unit Plan Review, Revision, and Submission
- Resource Allocation Process

Spring
- Resource Allocation Process and Budget Development

**YEAR 3**

Fall
- Final Adopted Budget Review and Approval
- Resources Allocated

Footnote:
¹Because instructional program review is under the authority of the Faculty Senate and has a timeline set by the Faculty Senate and/or Program Review Committee, program review in this timeline refers to non-instructional units.
Appendix E. Unit Planning Process Over Six Years at Cerritos College
**Appendix F. The Current Unit Planning Form: *Unit Action Plan***

<table>
<thead>
<tr>
<th>DEPARTMENT, PROGRAM OR UNIT ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Description of the department, program or unit.</td>
</tr>
<tr>
<td>A. Department/Unit Definition</td>
</tr>
<tr>
<td>Department/Unit Name: ____________________</td>
</tr>
<tr>
<td>Contact Person: ___________________ Extension: ________________</td>
</tr>
<tr>
<td>B. Annual WSCH</td>
</tr>
<tr>
<td>II. Community demographics that impact the mission and need for your department or unit.</td>
</tr>
<tr>
<td>III. Economic and job market forecast for this program.</td>
</tr>
<tr>
<td>IV. Your projections for future WSCH.</td>
</tr>
<tr>
<td>V. State your department, program or unit’s purpose, focus, and/or goals as related to the institutional mission and goals.</td>
</tr>
<tr>
<td>VI. Your department, program or unit’s plan for one, five, and ten years.</td>
</tr>
<tr>
<td>1. Department, program or unit’s objectives.</td>
</tr>
<tr>
<td>2. Department, program or unit activities needed to accomplish activities.</td>
</tr>
<tr>
<td>A. Ongoing activities</td>
</tr>
<tr>
<td>(1) List the ongoing department, program or unit activities which you expect to continue.</td>
</tr>
<tr>
<td>(2) List the resources needed to continue the department, program or unit’s ongoing activities.</td>
</tr>
<tr>
<td>B. Activities you wish to modify</td>
</tr>
<tr>
<td>(1) List the ongoing department, program or unit activities which should be modified.</td>
</tr>
<tr>
<td>(2) List the resources you will need to accomplish modifications.</td>
</tr>
<tr>
<td>C. New activities you wish to implement</td>
</tr>
<tr>
<td>(1) List expected trends and external influences that will affect the needs of our standards within the next five years and list new activities which your department, program or unit should assume in response to those anticipated needs.</td>
</tr>
<tr>
<td>(2) List the resources needed to implement new activities.</td>
</tr>
<tr>
<td>VII. What other areas on campus do you think will be affected by the changes you plan?</td>
</tr>
<tr>
<td>VIII. Campus-wide goals: your suggestions.</td>
</tr>
</tbody>
</table>
Appendix G. The Current Unit Planning Form:  
Annual Action Plan Update

DEPARTMENT, PROGRAM OR UNIT ANNUAL ACTION PLAN UPDATE

Department/Unit Name: _______________________    Date: ______________
Contact Person: _____________________________    Extension: ______________

I. Workload Measure (e.g., WSCH, Students Served, Paychecks Issued, Area Cleaned).

II. Describe any significant changes in the job market, community demographics or clientele served that impact your department or unit.

III. Projections for Future WSCH or Workload.

IV. What are the major steps you took toward implementing your department, program or unit’s plan?

V. Which objectives from your unit plan will be areas of emphasis for your unit during next year? What are the budget implications of this effort?

VI. Campus-wide Areas of Emphasis: Your Suggestions
Appendix H. The Current Division Planning Form: *Division Action Plan*

**DIVISION ACTION PLAN**

I. Description of the division.

A. Division Definition
   Division Name: ______________________
   Dean: ________________ Extension: ________.

II. State your division’s purpose and focus.

III. Describe your division's general enrollment plan, addressing the enrollment trend data included in the planning notebook. Identify areas for expansion and/or contraction.

IV. State your division’s priorities, goals and/or objectives as they relate to the overall instructional priorities identified in the planning priorities memo as well as the relevant data contained in the planning notebook (enrollment and efficiency trends as well as evaluation data contained in the flagging criteria). Data and recommendations from the most recent departmental program review documents as well as unit plans may be incorporated. Address any unachieved priorities, goals, or objectives (that are still relevant) from the previous year.

   Division Objectives:

V. Identify activities and resources (information technology, instructional equipment, human, financial, etc...) needed to accomplish your objectives. Estimate the budget augmentation required to achieve your priorities, goals, and objectives.

   Division Activities:
   Resources Needed:
   Financial Impact:

VI. What other areas on campus do you think will be affected by the changes you plan?
Appendix I. The New Unit Planning Form: *Annual Unit Plan*
CERRITOS COLLEGE
ANNUAL UNIT PLAN

ACADEMIC YEAR:

NAME OF UNIT:

NAME OF UNIT’S DIVISION:

DATE COMPLETED:

BACKGROUND: This form is designed for annual planning at the unit (i.e., department, program, office, etc.) level. Unit planning is a process in which a unit manager, through a process of dialogue and discussion, uses information from the unit and the program review process to identify and document the unit’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. The components of the form are drawn from the “Guide to Planning and Resource Allocation,” which was reviewed and/or adopted by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council in Spring 2007.

HOW TO DEVELOP AN UNIT PLAN AND COMPLETE THIS FORM: Review Chapter 3 (“Guidelines for Developing an Annual Unit Plan”) of the Handbook for the Planning Process at Cerritos College for instructions and suggestions on developing a unit plan. For each section, type in the textbox underneath the “Type text below” line. If you need more space in the textbox, expand the textbox. If no textbox exists, use space or additional lines in the section.

WHERE TO FIND INFORMATION AND/OR DATA ABOUT YOUR UNIT: Units, divisions, and areas can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor’s Office, etc. In addition, institutional data for instructional units can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, programs awards, success rates, and retention rates.

COMMUNICATION OF HOW UNIT GOALS ARE INCLUDED IN THE DIVISION PLAN: Through a process developed in the division, your division manager will communicate how unit goals are incorporated in the division plan. Specifically, on the “Mapping of Unit Level Goals to Division Level Plan” (see Section 10 of the Annual Division Plan) your division manager will indicate which unit goals in the plans submitted by the unit managers are included in the division plan. Once you receive the map from your division manager, share the completed mapping form with the members of your unit.

WHERE TO SUBMIT THE PLAN: Save an electronic copy of the plan before submission. Submit a copy of your completed plan to your division manager and distribute it to the members of your unit. Note that where there is no division level between the unit and area level, unit plans need to go directly to the area manager.

TIMELINE: Unit managers develop the protocol for completing the unit plan. Division managers develop the protocol for units to submit plans to the division manager and for communicating the “Mapping of Unit Level Goals to Division Level Plan” to unit managers in the division. For 2007-08, the college-wide timeline for planning is as follows:

Unit Managers Submit Annual Unit Plans to Division Managers by NOVEMBER 15, 2007
Section 1. Unit’s Mission Statement
Using information from your unit’s program review and from other sources, indicate the unit’s mission. What is the unit's purpose? What does the unit intend to accomplish? The unit’s mission must support the college’s mission. Type text below:

Section 2. Unit’s Plan for Assessing Student Learning Outcomes
Using information from program review and from other sources, state your unit’s plan for developing and assessing course and/or program level Student Learning Outcomes (SLOs). Units will be at different stages of SLO development; some have not begun; others have articulated SLOs; others are developing ways to assess SLOs, and still others are assessing SLOs. Where is your unit in the process? How do you plan to proceed to the next stages of the process? If you have any questions regarding the SLO planning process, please contact the SLO coordinators Jan Connal (x2143) and Frank Mixson (x2820). Type text below:

Section 3. Unit’s Characteristics and Trends
Using information from your unit’s program review and from other sources, present data to document the unit’s characteristics (i.e., description, activities, etc.) and trends. Address any significant trends in data from the unit. Type text below:

Section 4. Unit’s Strengths and Weaknesses
Using information from your unit’s program review and from other sources, indicate the unit’s internal strengths and weaknesses. Type text below:

Section 5. Unit’s Opportunities and Challenges
Using information from your unit’s program review and from other sources, indicate the unit’s external opportunities and challenges that affect the unit positively or negatively (e.g., rapid growth in employment opportunities, competition from other units or companies, etc.). Consider recommendations from advisory boards or accrediting bodies. Type text below:
Section 6. Unit’s 3-5 Year Strategic Directions
Using information from your unit’s program review and from other sources and information you have presented in the previous sections, describe where the unit as a whole is heading over the next 3-5 years. Type text below:

Section 7. Unit’s Planning Impact
Using information from your unit’s program review and from other sources and information you have presented in previous sections and/or will present in subsequent sections, (1) indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the unit were implemented and (2) indicate any items that merit further examination at another planning level (i.e., an annual division or area plan), in the next planning cycle, or by other units. Type text below:

Section 8. Unit’s Goals and Activities

GENERAL DIRECTIONS:
Using the information you have presented in the previous sections, present goals and activities that unit wants to accomplish. Goals should support the unit’s mission and the college’s mission and goals in the Cerritos College Educational Master Plan 2010-16. For a copy of the educational master plan, go to http://cms.cerritos.edu/uploads/ResearchandPlanning/Educational_Master_Plan_final_030110.pdf.

Present goals in priority order with the most important goal being number “1.” GOAL #1 is the HIGHEST PRIORTY GOAL. For each goal, indicate whether the goal is short-term (1 year) or long-term (2-5 years). Ensure that you number each goal in priority order, if more than one goal exists. For example, your goal with the second highest priority would be “Goal #2” and your first and second activities under Goal #2 would be “Activity #2.1” and “Activity #2.2,” respectively.

WHAT TO DO BEFORE YOU BEGIN:
1. Determine the total number of goals and activities and priority of goals.

WHAT TO DO IF YOU HAVE MORE THAN ONE GOAL AND/OR ACTIVITY FOR A GOAL:
1. If you have more than one goal, highlight the goal and activity section(s).
2. Copy and paste the highlighted goal and activity section(s) after the first goal and activity.
3. Before you begin typing, determine the priority order of each goal.
4. To prioritize your goals and activities, mark the priority order number right after the “#” sign in the goal section and type the number of the goal (i.e., “1” indicates the highest priority goal).

Goal #1
What type of goal is it (mark one)? [ ] Short-term goal (1 year) [ ] Long-term goal (2-5 years)
Type Goal here:

Activity #1.1
Describe the specific activity necessary to accomplish the goal.
Type Activity here:
Section 9. Unit’s Resource Needs

GENERAL DIRECTIONS:
Do NOT complete this section, if there are NO resource needs associated with a goal or activity listed in the previous section. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Next, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Note that capital resources are defined as tangible items with a cost of more than $500 and a life expectancy greater than three years (excluding computers). Note that additional personnel include faculty and non-faculty personnel.

WHAT TO DO BEFORE YOU BEGIN:
1. Determine the total number and type of resource needs.

WHAT TO DO IF YOU HAVE MORE THAN ONE RESOURCE NEED:
1. If you have more than one resource need, highlight the appropriate resource need section(s).
2. Copy and paste the highlighted resource need section(s) after the first resource need.

<table>
<thead>
<tr>
<th>Resources Needed: Capital Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal or Activity #</td>
</tr>
<tr>
<td>Description of the Item:</td>
</tr>
<tr>
<td>Requested Amount: $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Needed: Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal or Activity #</td>
</tr>
<tr>
<td>Description of Need:</td>
</tr>
<tr>
<td>Requested Amount: $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Needed: Additional Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal or Activity #</td>
</tr>
<tr>
<td>Description of Position:</td>
</tr>
<tr>
<td>Estimated Cost: $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Needed: Budget Augmentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal or Activity #</td>
</tr>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>Requested Amount: $</td>
</tr>
</tbody>
</table>

Section 10. Unit’s Planning Participants

List the individuals who participated in the development of this plan. Add additional lines if needed.

1. Manager of the unit:______________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
5. __________________________________________________________________
Appendix J. The New Division Planning Form: *Annual Division Plan*
CERRITOS COLLEGE
ANNUAL DIVISION PLAN

ACADEMIC YEAR:  

NAME OF DIVISION  

NAME OF DIVISION’S AREA:  

DATE COMPLETED  

BACKGROUND: This form is designed for annual planning at the division level. Division planning is a process in which a division manager, through a process of dialogue and discussion, uses information in plans submitted by unit managers in the division, information from other sources, and any results or themes that are available from the program review process to identify and document the division’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. The components of the form are drawn from the “Guide to Planning and Resource Allocation,” which was reviewed and/or adopted by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council in Spring 2007.

HOW TO DEVELOP A DIVISION PLAN AND COMPLETE THIS FORM: Review Chapter 4 (“Guidelines for Developing an Annual Division Plan”) of the Handbook for the Planning Process at Cerritos College for instructions and suggestions on how to develop a plan for the division. For each section, type in the textbox underneath the “Type text below” line. If you need more space in the textbox, expand the textbox. If no textbox exists, use space or additional lines in the section.

WHERE TO FIND INFORMATION AND/OR DATA ABOUT YOUR DIVISION: Units, divisions, and areas can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor’s Office, etc. In addition, institutional data for instructional divisions can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, program awards, success rates, and retention rates.

COMMUNICATION OF HOW UNIT GOALS ARE INCLUDED IN THE DIVISION PLAN: Communicate to your unit managers how the division’s plan incorporated their unit goals. Specifically, on the “Mapping of Unit Level Goals to Division Level Plan” (Section 10, see last page) indicate which unit goals in the plans submitted by the unit managers in the division were included in the division plan. Share this competed mapping form with unit managers in the division.

WHERE TO SUBMIT THE PLAN AND MAP OF GOALS: Save an electronic copy of the plan before submission. The division plan is maintained by the division manager and a copy of the plan, including the “Mapping of Unit Level Goals to Division Level Plan” (Section 10, see last page), is submitted to unit managers in the division.

TIMELINE: Division managers develop the protocol for units to submit plans to the division manager and for communicating the “Mapping of Unit Level Goals to Division Level Plan” to unit managers in the division. For 2007-08, the college-wide timeline for planning is as follows:

Unit Managers Submit Annual Unit Plans to Division Managers by NOVEMBER 15, 2007  
Division Managers Submit Annual Division Plans to Area Managers by DECEMBER 14, 2007
Section 1. Division’s Mission Statement
Using information from the annual unit plans submitted by units in the division, indicate the division’s mission. What is the division's purpose? What does the division intend to accomplish? The division’s mission must support the college’s mission. Type text below:

Section 2. Division’s Characteristics and Trends
Using information from the annual unit plans submitted by units in the division, articulate the division’s characteristics (i.e., description, activities, etc.) and trends. Address any significant trends in data from the division. Type text below:

Section 3. Division’s Strengths and Weaknesses
Using information from the annual unit plans submitted by units in the division, indicate the division’s internal strengths and weaknesses. Type text below:

Section 4. Division’s Opportunities and Challenges
Using information from the annual unit plans submitted by units in the division, indicate the division’s external opportunities and challenges that affect the division positively or negatively (e.g., rapid growth in employment opportunities, competition from other divisions or companies, etc.). Consider recommendations from advisory boards or accrediting bodies. Type text below:

Section 5. Division’s 3-5 Year Strategic Directions
Using information from the annual unit plans submitted by units in the division and information you have presented in the previous sections, describe where the division as a whole is heading over the next 3-5 years. Type text below:
Section 6. Division’s Planning Impact

Using information from the annual units plans submitted by units in the division and information you have presented in previous sections and/or will present in subsequent sections, (1) indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the division were implemented and (2) indicate any items that merit further examination at another planning level (i.e., an annual unit or area plan), in the next planning cycle, or by other divisions. Type text below:

---

Section 7. Division’s Goals and Activities

GENERAL DIRECTIONS:
Using the information you have presented in the previous sections and from plans submitted by units in the division, present goals and activities that division wants to accomplish. Goals should support the division’s mission and the college’s mission and goals in the Cerritos College Educational Master Plan 2010-16. For a copy of the educational master plan, go to http://cms.cerritos.edu/uploads/ResearchandPlanning/Educational_Master_Plan_final_030110.pdf.

Present goals in priority order with the most important goal being number “1.” **GOAL #1 is the HIGHEST PRIORITIZED GOAL.** For each goal, indicate whether the goal is short-term (1 year) or long-term (2-5 years). Ensure that you number each goal in priority order, if more than one goal exists. For example, your goal with the second highest priority would be “Goal #2” and your first and second activities under Goal #2 would be “Activity #2.1” and “Activity #2.2,” respectively.

WHAT TO DO BEFORE YOU BEGIN:
2. Determine the total number of goals and activities and priority of goals.

WHAT TO DO IF YOU HAVE MORE THAN ONE GOAL AND/OR ACTIVITY FOR A GOAL:
5. If you have more than one goal, **highlight** the goal and activity section(s).
6. **Copy and paste** the highlighted goal and activity section(s) after the first goal and activity.
7. Before you begin typing, determine the priority order of each goal.
8. To prioritize your goals and activities, mark the priority order number right after the “#” sign in the goal section and type the number of the goal (i.e., “1” indicates the highest priority goal).

Goal #1
What type of goal is it (mark one)? [ ] Short-term goal (1 year) [ ] Long-term goal (2-5 years)
Type Goal here:

Activity #1.1
Describe the specific activity necessary to accomplish the goal.
Type Activity here:
Section 8. Division’s Resource Needs

GENERAL DIRECTIONS:
Do NOT complete this section, if there are NO resource needs associated with a goal or activity listed in the previous section. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Next, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Note that capital resources are defined as tangible items with a cost of more than $500 and a life expectancy greater than three years (excluding computers). Note that additional personnel include faculty and non-faculty personnel.

WHAT TO DO BEFORE YOU BEGIN:
  2. Determine the total number and type of resource needs.

WHAT TO DO IF YOU HAVE MORE THAN ONE RESOURCE NEED:
  3. If you have more than one resource need, highlight the appropriate resource need section(s).
  4. Copy and paste the highlighted resource need section(s) after the first resource need.

Resources Needed: Capital Items
Goal or Activity #
Description of the Item:
Requested Amount: $

Resources Needed: Facilities
Goal or Activity #
Description of Need:
Requested Amount: $

Resources Needed: Additional Personnel
Goal or Activity #
Description of Position:
Estimated Cost: $

Resources Needed: Budget Augmentation
Goal or Activity #
Description:
Requested Amount: $

Section 9. Division’s Planning Participants
List the individuals who participated in the development of this plan. Add additional lines if needed.

1. Manager of the division: __________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________
5. ____________________________________________________________
## Section 10. Mapping of Unit Level Goals to the Division Level Plan

**Purpose:** The purpose of this form is to facilitate the communication to individual units as to the incorporation of their goals in the division plan. Specifically, the form maps which Annual Unit Plan goals were incorporated into the Annual Division Plan.

**Directions:** For each unit in your division, list each goal from the Annual Unit Plan. First indicate the unit and unit goal number (from the Annual Unit Plan). Per the instructions in Section 8, goal numbers indicate priority order. For units and divisions, **GOAL #1 is the HIGHEST PRIORITY GOAL.** For unit goals that are incorporated at the division level, indicate the division goal number from the Annual Division Plan and give a brief one-or-two word description of the goal for reference. If a unit goal is not included, indicate “Remains at the Unit Level.” Once you complete this form, give a copy to each unit manager in the division. Division managers develop the process and timelines for communicating this form to unit managers in the division.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>UNIT GOAL #</th>
<th>DIVISION GOAL #</th>
<th>DESCRIPTION OF GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix K. The New Area Planning Form: Annual Area Plan
CERRITOS COLLEGE
ANNUAL AREA PLAN

ACADEMIC YEAR:

NAME OF AREA:

DATE COMPLETED:

BACKGROUND: This form is designed for annual planning at the area level. Area planning is a process in which an area manager, through a process of dialogue and discussion, uses information in plans submitted by division managers in the area, information from other sources, and any results or themes that are available from the program review process to identify and document the area’s strengths, weaknesses, opportunities, challenges, strategic directions, planning impact, goals and activities, and resource needs. The components of the form are drawn from the “Guide to Planning and Resource Allocation,” which was reviewed and/or adopted by the Faculty Senate, Planning and Budget Committee, and Management Leadership Council in Spring 2007.

HOW TO DEVELOP AN AREA PLAN AND COMPLETE THIS FORM: Review Chapter 5 (“Guidelines for Developing an Annual Area Plan”) of the Handbook for the Planning Process at Cerritos College for instructions and suggestions on how to develop a plan for the area. For each section, type in the textbox underneath the “Type text below” line. If you need more space in the textbox, expand the textbox. If no textbox exists, use space or additional lines in the section.

WHERE TO FIND INFORMATION AND/OR DATA ABOUT YOUR AREA: Units, divisions, and areas can use information and/or data from existing unit or division plans, existing program review reports, internal data, external accreditation reports, grant program evaluations, environmental scans, advisory boards, the Chancellor’s Office, etc. In addition, institutional data for instructional units and divisions can be accessed from the Office of Research and Planning’s website, which can be found by following these steps: (1) Go to http://www.cerritos.edu/research, (2) Click on the “Planning Resources” tab on the navigation bar, (3) Click on the respective links to data. Note that data are limited to FTES, WSCH, FTIE, course fill rates, course sections, program awards, success rates, and retention rates.

COMMUNICATION OF HOW DIVISION GOALS ARE INCLUDED IN THE AREA PLAN: Communicate to your division managers how the area’s plan incorporated their division goals. Specifically, on the “Mapping of Division Level Goals to Area Level Plan” (Section 10, see last page) indicate which division goals in the plans submitted by the division managers in the area were included in the area plan. Share this completed mapping form with division managers in your area.

WHERE TO SUBMIT THE PLAN AND MAP OF GOALS: Save an electronic copy of the plan before submission. The area plan is maintained by the area manager and a copy of the plan, including the “Mapping of Division Level Goals to Area Level Plan” (Section 10, see last page), is submitted to division managers in the area.

TIMELINE: Area managers develop the protocol for divisions to submit the plans in their area and for communicating the “Mapping of Division Level Goals to Area Level Plan” to division managers in the area. For 2007-08, the college-wide timeline for planning is as follows:

Unit Managers Submit Annual Unit Plans to Division Managers by NOVEMBER 15, 2007
Division Managers Submit Annual Division Plans to Area Managers by DECEMBER 14, 2007
Section 1. Area’s Mission Statement
Using information from the annual division plans submitted by divisions in the area, indicate the area’s mission. What is the area’s purpose? What does the area intend to accomplish? The area’s mission must support the college’s mission. Type text below:

Section 2. Area’s Characteristics and Trends
Using information from the annual division plans submitted by divisions in the area, articulate the area’s characteristics (i.e., description, activities, etc.) and trends. Address any significant trends in data from the area. Type text below:

Section 3. Area’s Strengths and Weaknesses
Using information from the annual division plans submitted by divisions in the area, indicate the area’s internal strengths and weaknesses. Type text below:

Section 4. Area’s Opportunities and Challenges
Using information from the annual division plans submitted by divisions in the area, indicate the area’s external opportunities and challenges that affect the area positively or negatively (e.g., rapid growth in employment opportunities, competition from other areas or companies, etc.). Consider recommendations from advisory boards or accrediting bodies. Type text below:

Section 5. Area’s 3-5 Year Strategic Directions
Using information from the annual division plans submitted by divisions in the area and information you have presented in the previous sections, describe where the area as a whole is heading over the next 3-5 years. Type text below:
Section 6. Area’s Planning Impact

Using information from the annual division plans submitted by divisions in the area and information you have presented in previous sections and/or will present in subsequent sections, (1) indicate any impact on other units, divisions, and/or areas that would result if the strategic directions, goals, and/or activities of the area were implemented and (2) indicate any items that merit further examination at another planning level (i.e., an annual unit or division plan), in the next planning cycle, or by other areas. Type text below:

Section 7. Area’s Goals and Activities

GENERAL DIRECTIONS:
Using the information you have presented in the previous sections and from plans submitted by divisions in the area, present goals and activities that area wants to accomplish. Goals should support the division’s mission and the college’s mission and goals in the Cerritos College Educational Master Plan 2010-16. For a copy of the educational master plan, go to http://cms.cerritos.edu/uploads/ResearchandPlanning/Educational_Master_Plan_final_030110.pdf.

Present goals in priority order with the most important goal being number “1.” GOAL #1 is the HIGHEST PRIROTY GOAL. For each goal, indicate whether the goal is short-term (1 year) or long-term (2-5 years). Ensure that you number each goal in priority order, if more than one goal exists. For example, your goal with the second highest priority would be “Goal #2” and your first and second activities under Goal #2 would be “Activity #2.1” and “Activity #2.2,” respectively.

WHAT TO DO BEFORE YOU BEGIN:

3. Determine the total number of goals and activities and priority of goals.

WHAT TO DO IF YOU HAVE MORE THAN ONE GOAL AND/OR ACTIVITY FOR A GOAL:

9. If you have more than one goal, highlight the goal and activity section(s).
10. Copy and paste the highlighted goal and activity section(s) after the first goal and activity.
11. Before you begin typing, determine the priority order of each goal.
12. To prioritize your goals and activities, mark the priority order number right after the “#” sign in the goal section and type the number of the goal (i.e., “1” indicates the highest priority goal).

Goal #1
What type of goal is it (mark one)? [ ] Short-term goal (1 year) [ ] Long-term goal (2-5 years)
Type Goal here:

Activity #1.1
Describe the specific activity necessary to accomplish the goal.
Type Activity here:
## Section 8. Area’s Resource Needs

**GENERAL DIRECTIONS:**
Do NOT complete this section, if there are NO resource needs associated with a goal or activity listed in the previous section. For any goal or activity listed in the previous section that has a resource need, respond to the prompts for the appropriate resource need. For each resource need, list the goal and/or activity number associated with the resource need. Next, provide a brief description of the resource need and the requested amount or estimated cost associated with the resource need. Note that capital resources are defined as tangible items with a cost of more than $500 and a life expectancy greater than three years (excluding computers). Note that additional personnel include faculty and non-faculty personnel.

**WHAT TO DO BEFORE YOU BEGIN:**
3. Determine the total number and type of resource needs.

**WHAT TO DO IF YOU HAVE MORE THAN ONE RESOURCE NEED:**
5. If you have more than one resource need, highlight the appropriate resource need section(s).
6. Copy and paste the highlighted resource need section(s) after the first resource need.

### Resources Needed: Capital Items

<table>
<thead>
<tr>
<th>Goal or Activity #</th>
<th>Description of the Item:</th>
<th>Requested Amount: $</th>
</tr>
</thead>
</table>

### Resources Needed: Facilities

<table>
<thead>
<tr>
<th>Goal or Activity #</th>
<th>Description of Need:</th>
<th>Requested Amount: $</th>
</tr>
</thead>
</table>

### Resources Needed: Additional Personnel

<table>
<thead>
<tr>
<th>Goal or Activity #</th>
<th>Description of Position:</th>
<th>Estimated Cost: $</th>
</tr>
</thead>
</table>

### Resources Needed: Budget Augmentation

<table>
<thead>
<tr>
<th>Goal or Activity #</th>
<th>Description:</th>
<th>Requested Amount: $</th>
</tr>
</thead>
</table>

## Section 9. Area’s Planning Participants

List the individuals who participated in the development of this plan. Add additional lines if needed.

1. Manager of the area: ________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
Section 10. Mapping of Division Level Goals to the Area Level Plan

**Purpose:** The purpose of this form is to facilitate the communication to individual divisions as to the incorporation of their goals in the area plan. Specifically, the form maps which Annual Division Plan goals were incorporated into the Annual Area Plan.

**Directions:** For each division in your area, list each goal from the Annual Area Plan. First indicate the division and division goal number (from the Annual Division Plan). Per the instructions in Section 8, goal numbers indicate priority order. For divisions in the area, **GOAL #1 is the HIGHEST PRIORITY GOAL.** For division goals that were incorporated at the area level, indicate the area goal number from the Annual Area Plan and give a brief one-or-two word description of the goal for reference. If a division goal is not included, indicate “Remains at the Division Level.” Once you complete this form, give a copy to each division manager in the area. Area managers develop the process and timelines for communicating this form to division managers in the area.

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>DIVISION GOAL #</th>
<th>AREA GOAL #</th>
<th>DESCRIPTION OF GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>