Planning and Budgeting Process
2013-2014
Overview

Leeward CC has a well-established cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation for assessing all areas of operation and for supporting decisions made regarding educational quality and institutional effectiveness. Qualitative and quantitative data and analysis are used in the planning processes to improve institutional effectiveness. Specifically, data and analysis used are longitudinal so that the college can assess its progress toward achieving its mission over time.

Cycle of Evaluation and Integrated Planning

The annual cycle of institutional evaluation and planning at the college is rooted in the mission statement and strategic plan (Appendix B).

SLO assessment at the course and program levels is built into the process. Course learning outcome (CLO) assessments are entered into Tk20 (A1) by faculty and staff as part of the ongoing assessment process. Delineated by the Leeward CC L5.210 Policy on Assessment (A2):

Assessment includes the establishment of appropriate student learning outcomes and other outcome measures, administration of assessment tools, analysis of results, and the use of such results to inform and improve instructional practices and institutional effectiveness. Assessment results are integrated into program and area reviews, and subsequently into planning and resource allocation decision-making for the college.
Under **Assessment Requirements**, the policy states:

> Assessment is an ongoing process: divisions, academic areas, programs, and support areas should be assessing various aspects of their activities and outcomes continually. However, the formal review, assessment, and reporting of assessment of all institutional learning outcomes, student learning outcomes in courses and programs, and outcome measures in academic and support areas will occur periodically within a five-year time frame.

To ensure compliance with the policy, division chairs regularly receive tracking reports, which tell them which courses have carried out assessments within the past five years. The results of these course assessments are used in three ways. Mapping CLOs to program learning outcomes (PLOs) in Tk20 facilitates program assessment. Programs and discipline areas can also use course assessment information to identify and implement needed instructional and curriculum changes. Finally, course assessment data are used to support resource allocation decisions.

In addition, each August every program at the community college campuses is provided with three years of program data and required to complete the Annual Report of Program Data (ARPD) as specified in **UHCC Policy 5.202: Review of Established Programs** (A3). With the data also comes an analysis of program health based on criteria defined by community college faculty, college and system administrators, and institutional analysts. Program faculty review and further analyze the data, provide alternative interpretations, review actions taken in the previous year, and formulate an action plan for the coming year, along with resources needed to carry out that plan. The data and initial analysis of program health come from the Office of the Vice President of Community Colleges (OVPCC). OVPCC has set up a secure on-line, web-based reporting system that disseminates the ARPD templates and references, like the Data Glossary and the Scoring Rubric, which explains how program health status is determined; allows users to draft and post their ARPD online; stores the reports; and controls public access to the ARPD. (A4)

**An ARPD includes:**

A Program Description, including mission statement and program goals  
Part I. Quantitative Indicators (varies for instructional and support areas)  
Part II. An Analysis of the Program (based on Quantitative Indicators)  
Part III. An Action Plan  
Part IV. A Description of Resource Implications  
A Listing of Program Student Learning Outcomes  
   A. Evidence of Industry Validation  
   B. Expected Levels of Achievement
C. A List Courses Assessed
D. Descriptions of Assessment Strategies/Instruments
E. A Summary of the Results of Program Assessment
F. Other Comments
G. Next Steps

In December, programs submit their ARPD to OVPCC through the website. ARPD become the publicly posted program reviews for all University of Hawai‘i Community Colleges (UHCCs) (A4).

The ARPD now becomes the core for the Leeward Annual Review and Resource Allocation (ARRA) template distributed to divisions, units, and areas in October each year (A5). The ARRA template, which replaces Leeward’s Annual Program Review (APR) template, consists of five sections:

1. A Summary of progress made during past year towards achieving program goals and college goals
2. The Tk20 Assessment progress report for the past year
3. A Description of current issues, problems, and opportunities
4. A Plan for next year to respond to current situation and meet CRE goals
5. A Request for resource allocations, which has come to be called a Planning List at Leeward.

Completing the ARPD and ARRA engages faculty and administrators in a process that involves

• Reviewing a broad range of relevant data;
• Interpreting the data in terms of demand, efficiency, and effectiveness to understand more clearly what has been happening in their programs, divisions, units, areas;
• Formulating plans to maintain and/or enhance performance;
• Identifying, justifying and prioritizing the resources they will need to carry out those plans (resulting in a Planning List); then
• Justifying and consolidating the requests for resources.

All along the way, the process should promote communication and transparency—within programs, divisions, units, and areas, then among various components and levels of the college and the community college system, and finally with the public.

Within the college, the planning process leads to the consolidation of planning lists from the various divisions, units, and areas. This combined, re-prioritized list has been called the Institutional Plan. An intermediate step in this consolidation would entail
Instructional unit heads (division chairs and unit heads) meeting to discuss and prioritize items from each of their planning lists into a single instructional plan. The support areas, which include Student Services, Academic Services, Administrative Services, and Institutional Support complete their own prioritized planning lists.

At this point, the reconstituted and reprioritized lists from Instruction, Student Services, Academic Services, Administrative Services, and Institutional Support are turned over to the administrative team for review, and that group modifies, selects, and prioritizes items, recombining them into a draft Institutional Plan for the college.

Selection and prioritization are based on four common criteria:
- Alignment with strategic goals and outcomes
- Scope of impact
- Evidence of measurable outcomes
- Impact on health and safety

This Institutional Plan is presented to Campus Council for review, discussion, and re-prioritizing if needed. The Campus Council approves a final Institutional Plan and recommends it to the Chancellor.

ARRA, Planning Lists, and Resource Allocation at the College and in the UHCC System

Each year the operating budget is reviewed by the vice chancellor of administrative services. The vice chancellor prepares a proposed budget for the upcoming year based on planned increases in revenues and changes in expenditures. If the vice chancellor determines that funds are available for re-allocation, the institutional plan is used to guide decision making on updating the budget.

In addition to informing the operating budget, the institutional plan is used to develop the biennium budget requests. In odd numbered years, the planning list includes requests that are submitted to the UHCC system, which compiles a community colleges list of requests. That list, in turn, is submitted to the UH System Biennium Budget Advisory Committee, which makes its recommendations to the UH president in August. A formal budget request then goes to the UH BOR in mid-September. The combined requests for the system finally make it to the Hawai’i State Legislature in the next odd-numbered year, the year the Legislature begins its deliberations about the upcoming biennial budget.

Division chairs and unit/area heads also utilize their respective planning lists to determine expenditures in the coming year. Each division, unit and area is provided with an annual operating budget for ongoing expenses. The instructional divisions also have additional funds available, generated by summer school offerings. The vice chancellor for academic affairs developed this method of profit sharing to allocate summer school tuition and fee revenues among the instructional divisions. The plan
also incentivizes instructional divisions to offer summer school classes that are in high demand. It has reduced the number of low-enrolled summer school classes.

**Comprehensive Program Review**

Each academic program, educational unit, and support area will be required to complete a Comprehensive Review and Evaluation (CRE) at least once every four years. *UH BOR Policy, Chapter 5, Section 5-1e (A6), and UHCC Policy 5.202: Review of Established Programs* (A3) requires comprehensive reviews every five years. However, our campus has elected to require a comprehensive review once every four years.

UHCCP 5.202 provides a detailed template for a comprehensive review, and all Leeward CC academic programs and support areas will follow the template. The UHCCP 5.202 template lists the required data elements defined by the instructional or support areas that must be used in the analysis and planning sections of a comprehensive review. Educational units will develop their own comprehensive template with the assistance of OPPA. Data elements will need to be defined since they have not yet been identified for educational units. Each instructional program, educational unit, and support area will complete the CRE on a staggered schedule.

**A Comprehensive Review and Evaluation will include:**

- Basic Program Information, such as the
  - Program Name
  - Assessment Period
  - College Mission Statement
  - Program Mission Statement
- Part I. Executive Summary of Program Status
- Part II. Program Description including long-term program goals
- Part III. Quantitative Indicators for Program Review (varies for instructional and support areas)
- Part IV. Analysis of the Program based on Part III. Quantitative Indicators
- Part V. Curriculum Revision and Review (if instruction provided)
- Part VI. Survey Results
- Part VII. Analysis of Program (including SWOT)
- Part VIII. Action Plan
- Part IX. Resource and Budget Implications

In the CRE, each program, unit, or area will articulate long-term goals that direct its efforts and create action plans based on those goals. Until a CRE has been completed, each program, unit, or area should work on formulating the goals that will inform its
analyses and planning. The data elements required in the comprehensive review are the same as those provided in the ARPD, so once a CRE has been completed, the data, analyses, plans, and resource allocation requests in the ARPD and ARRA can be used to update the CRE. All CREs will be reviewed and feedback provided on how well the program, unit, or area is meeting the mission and strategic plan goals of the college.

### Documents and Timeline for Planning Process 2013-2014

- **Comprehensive Review and Evaluation (CRE)**
  - Completed once every 4 years in Spring semester

- **Annual Reports of Program Data (ARPD)**
  - Completed annually and due in November

- **Annual Review and Resource Allocation (ARRA)**
  - Completed annually and due in January

- **Institutional Plan**
  - Completed annually in April

- **Annual Operating Budget**
  - Completed in May

### Conclusion

This revision simplifies the annual assessment and planning process while maintaining the transparency and dialogue needed to ensure a meaningful exercise of assessment, planning and budgeting for the campus. The process will continue to be evaluated and modified to ensure the college maintains a cycle of continuous improvement.
Appendix A: Evidence

A1  Tk20 Login
    https://leeward.tk20.com

A2  Leeward CC L5.210 Policy on Assessment

A3  UHCC Policy 5.202: Review of Established Programs

A4  UHCC Annual Reports of Program Data
    www.hawaii.edu/offices/cc/arpd/

A5  Annual Review and Resource Allocation (ARRA) template

A6  UH BOR Policy, Chapter 5, Section 5-1e
    http://www.hawaii.edu/offices/bor/policy/borpch5.pdf
Appendix B: Mission and Strategic Plan

Mission: At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Strategic Plan Outcomes within a Leeward Context

Goal A  Native Hawaiian Student Success
Academic Success; Empower & Inspire Native Hawaiian & Underserved Populations to Fulfill Their Potential
As an indigenous-serving institution we empower and inspire Native Hawaiian and underserved populations to fulfill their potential by increasing teaching effectiveness, recruitment, retention, academic success, completion and continuation of their education.

Goal B  ALL Student Success
Content, Curriculum, Access, Support
Leeward CC effectively provides access, prepares and facilitates progression for students to succeed in the local and global workplace.

Goal C  Workforce Development and Extramural Funds
Partnerships, External Funding, Economic Catalyst
Leeward CC provides skilled workforce by partnering with Central West Oahu businesses and organizations and government agencies to generate and support programs that stimulate and fulfill the economic vitality of the community.

Goal D  Professional Development
Training & Professional Development, Learning Environment & Culture/Climate
Leeward CC provides access, funding and staffing to raise educational capital of the state.

Goal E  Facilities, Sustainability, and Planning
Responsible Stewardship of Human, Material & Financial Resources
Leeward CC stewards resources in a responsible and purposeful manner