



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Proposal to Revise Planning and Budgeting Process 2015-2016

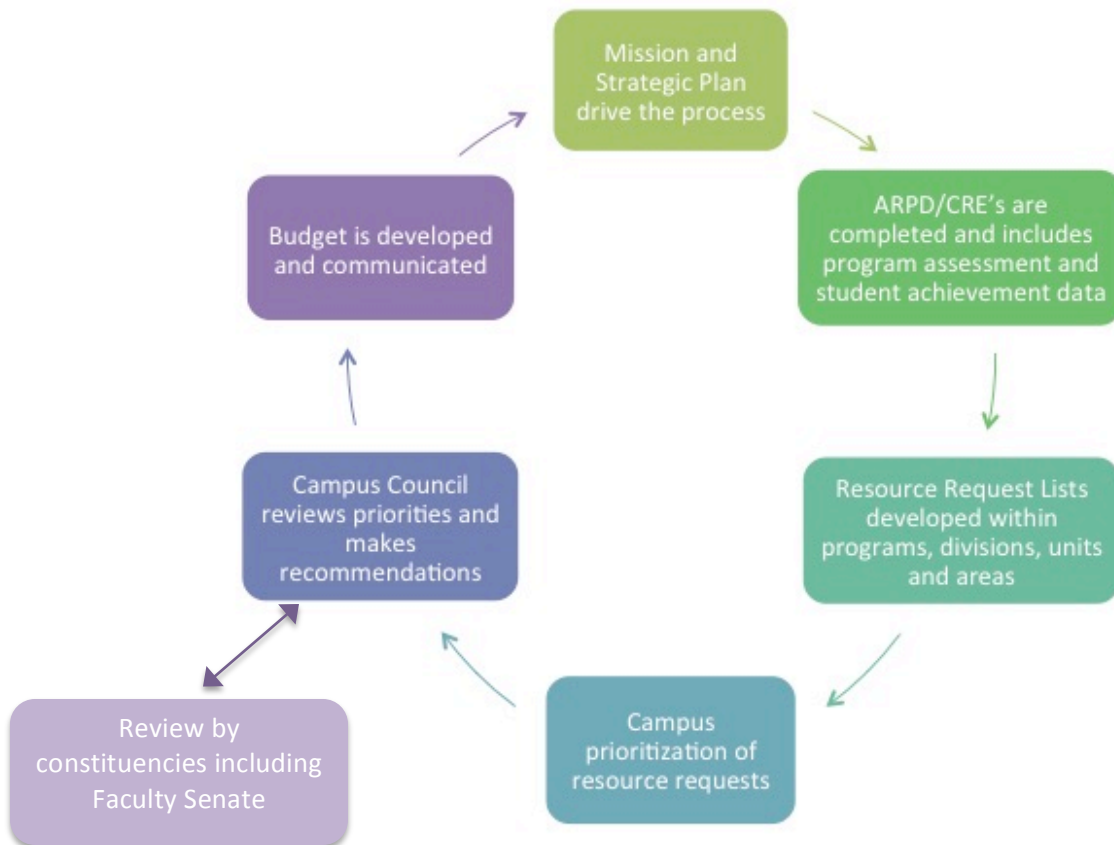
February 20, 2015
with edits from Campus Council, March 2, 2015

Introduction

In Fall 2013, Leeward CC revised its Annual Program Review (APR) process to streamline the planning process and improve the budgeting process. See *Proposal to Review Leeward CC Planning Process 4-7-2013* for details.

While the revised process created an easier annual process, it maintained the duplicative nature of the planning process by requiring two annual templates (*Annual Review of Program Data and Annual Review and Resource Allocation*) and a separate *Comprehensive Review and Evaluation (CRE)* template. In a continuing effort to streamline the planning process and encourage robust participation by the faculty and staff, this proposal to further revise the planning process is submitted for approval by Campus Council.

Leeward CC Planning Process



Proposed Planning and Budgeting Process

The driver of the entire planning and budgeting process is the college mission and strategic plan (See Appendix A). The University of Hawai'i Community College (UHCC) system developed the *Annual Report of Program Data (ARPD)* as a requirement for a majority of Leeward's academic programs and support areas. Since this process is mandatory, this proposal seeks to utilize the ARPD as the central planning document for the campus. In order to use the ARPD as a planning document for the campus, all programs, units, and areas that do not currently complete a UHCC ARPD will be required to complete the same template for submittal to Leeward.

Once the ARPD has been completed, each program, unit and area will use the analysis to complete a prioritized *Resource Request List* (formerly known as the Planning List). In addition, the *Comprehensive Review and Evaluation (CRE)* document will continue to be required every four years, however, the template will be revised to be an add-on to the ARPD that is already required.

The new planning and budgeting documents are composed of:

1. *Annual Review of Program Data (ARPD)* is completed by all academic programs, educational units, and support areas annually. See Appendix B for a listing of who completes the ARPD.
2. *Resource Request Template* to be completed by every academic program, educational unit, and support area.
3. *Comprehensive Review and Evaluation (CRE)* that occurs once every four years for each academic program, educational unit, and support area. See Appendix B for a listing of who completes the CRE.
4. *Institutional Effectiveness Report (IER)* will be completed every fourth year as part of a comprehensive review of college. This report will look at the college's progress towards institutional goals and the overall impact of plans made within academic programs, educational units, and support areas.

Annual Review of Program Data (ARPD)

The ARPD is currently required of all academic programs as well as support areas such as Student Services, Academic Services, and Administrative Services by the UHCC system office. There are specific data sets required for the academic programs and support units that match the data sets as determined by the constituents. All academic programs, educational units, and support areas that have not previously been required to submit the ARPD will now submit the same template to the Office of Planning, Policy, and Assessment (OPPA) as the central planning document for the campus. See Appendix C for a sample ARPD template.

ARPD topics include:

- Program Description, including mission statement and program goals
- Part I. Quantitative Indicators (varies for instructional and support areas)

Part II. Analysis of the Program (based on Quantitative Indicators)

Part III. Action Plan

Part IV. Resource Implications

Program Student Learning Outcomes OR Support Area Outcomes

Additional topics below to be completed by academic programs only.

- A. Evidence of Industry Validation
- B. Expected Level of Achievement
- C. Courses Assessed
- D. Assessment Strategy/Instrument
- E. Results of Program Assessment
- F. Other Comments
- G. Next Steps

Comprehensive Review and Evaluation (CRE)

Under this proposal, 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. This requirement ensures the College meets the UH BOR Policy, Chapter 5, Section 5-1e and UHCC Policy 5.202: Review of Established Programs (http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.202_Review_of_Established_Programs.pdf). The current UHCCP 5.202 provides a thorough comprehensive template, and this proposal creates a CRE that incorporates the required elements. See Appendix D for a sample CRE template.

The comprehensive template includes data sets that have been defined by the academic program or support area. Data sets will need to be defined for the educational units and any academic programs and supports areas that have not yet been identified. Each academic program, educational unit, and support area will complete the CRE on a staggered schedule. See Appendix E for a suggested schedule. Programs, units, and areas completing a CRE will not complete an additional ARPD as the ARPD elements are included in the CRE.

Comprehensive template topics include:

Program/Unit/Area Name

Assessment Period

College Mission

Program Mission

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 Review and Review (if required)

Part VI. Survey Results

Part VII. Analysis of Program (including SWOT)

Part VIII. Action Plan

Part IX. Resource and Budget Implications

Program Student Learning Outcomes OR Support Area Outcomes

Additional topics below to be completed by academic programs only.

- A. Evidence of Industry Validation
- B. Expected Level of Achievement
- C. Courses Assessed
- D. Assessment Strategy/Instrument
- E. Results of Program Assessment
- F. Other Comments
- G. Next Steps

The CRE will identify long-term goals that can be used to direct efforts and create action plans. Once the CRE is established, the ARPD will provide annual updates to progress made on goals and plans. All CREs should be reviewed and feedback provided on how well the program, unit, or area is meeting the mission and strategic plan goals of the college.

Resource Request List

Each academic program, educational unit, and support area will complete a prioritized *Resource Request List* template (Appendix F) that will list the program, unit, or area needs. In addition, each instructional division will also complete a *Resource Request List* to incorporate any resources needed by the division that are not identified by a program.

Prioritization occurs within each overarching area first. For the Instructional Prioritization, voting representatives at the prioritization meeting will include: one representative from each of the six instructional divisions, the Wai'anae Coordinator, Native Hawaiian Student Support Program Coordinator, and the OCEWD Program Coordinator. Each representative will have one vote for determining the priorities for instruction.

For Academic Services, Student Services, and Administrative Services, the unit heads for each area will vote for the area priorities.

Once all of the overarching areas have completed their area priorities list, a combined list of all priorities will be made. This combined list is initially prioritized by

Administration into a draft Institutional Priorities List. The draft Institutional Priorities List is provided to Campus Council for review. Representatives on Campus Council are tasked with taking the draft Institutional Priorities List to their constituencies for review and comment. The final recommendation for the Institutional Priorities List will be made by the Campus Council to the Chancellor.

Institutional Effectiveness Report (IER)

Every fourth year, an Institutional Effectiveness Report (IER) would provide an assessment of the college's effectiveness in meeting its institutional goals and the overall impact of plans made within academic programs, educational units, and support areas.

Timeline and Responsibilities

Timeframe	Activity	Due Date
August	ARPD data is distributed along with Planning process guidelines and templates	End of August
September	Training is provided by IEO to program coordinators, unit heads, and those submitting an ARPD	End of September
September to November	Campus programs, units and areas complete ARPD or CRE (if required). This is a collaborative process that involves dialogue with all members of the program, unit or area. Final ARPD or CRE is submitted to OPPA and ARPDS are uploaded to UHCC system site, if required. All programs, units, areas, and divisions submit a Resource Request List to OPPA and division chair or dean/VCAS.	End of November
December	Review of ARPDS by IEO. Deans write executive summary for their respective ARPDS.	December 15
January	Division chairs prioritize resource requests for their division. Support deans prioritize resource requests for their areas (includes Academic Services, Student Services, Administrative Services)	End of January
February	OPPA combines the instructional resource request lists for prioritization by instructional division chairs and area coordinators (includes Wai'anae, OCWED, NH Student Support Services)	End of February
March	CREs are reviewed by the appropriate dean or VCAS, and feedback for improvement is given to the program.	End of March
March	Administration reviews and prioritizes all of the resource request lists into a single institutional priority list.	End of March
April	Institutional priorities are shared with campus via Faculty Senate and Campus Council.	End of April
May	Campus Council reviews institutional priorities and makes recommendations to the Chancellor.	May 15
August	Budget decisions and details are communicated to the campus along with a rationale.	Convocation

Appendix A: 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

**Appendix B: Listing of Programs, Units, and Areas to Complete
Annual Review of Program Data and Comprehensive Review and Evaluation**

Instructional Programs

Associate in Arts
Associate in Arts in Hawaiian Studies
Associate in Science in Natural Science
Associate in Arts in Teaching
Accounting Program
Automotive Technology Program
Business Technology Program
Culinary Arts Program
Distance Education Program
Digital Media Program
Health Information Technology Program
Management Program
Information & Computer Science Program
Remedial/Developmental Program
Substance Abuse Counseling Program
Television Production Program

Educational Units

Leeward CC Wai'anae
International Programs
Office of Continuing Education & Workforce
Development
Native Hawaiian Student Support Programs

Support Areas

Academic Services Support Area

- Educational Media Center
- IT Group
- Innovation Center for Teaching and Learning
- Tutoring Services and KI Program
- Library
- Theatre

Administrative Services Area

- Business Office
- Facilities Use
- Human Resources Office
- Operations & Maintenance
- Security

Student Services Area

- Admissions & Records
- Counseling
- Financial Aid
- Health Center
- Job Prep
- Recruitment
- Student Life

Institutional Support Area

- Marketing Area
- Office of Planning, Policy, & Assessment

Appendix C



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**Annual Review of Program Data (ARPD)
Instructions and Template
2015-2016**

Annual Review of Program Data Instructions

The University of Hawai'i Community College (UHCC) system requires instructional programs and most support areas to complete an Annual Report of Program Data (ARPD). Each program or area provides three years of data indicators, an analysis of those data indicators, specific action plans for the future, and needed resources to implement the action plans. The ARPDs provide a consistent method of collecting needed data, analyzing the data, and assessing program/unit performance. Leeward has decided to expand the use of ARPDs to all programs, areas and units, even if they are not required by the UHCC system to do an ARPD. The ARPD will replace the Annual Review and the Annual Resource Allocation (ARRA) templates.

The ARPD will also be the core document used in the Comprehensive Review and Evaluation (CRE) process on a quadrennial basis.

An ARPD will be completed by every instructional division, educational unit (Leeward CC Wai'anae, OCEWD, Native Hawaiian Programs, International Programs), and support area, including units within Academic Services, Student Services, and Administrative Services.

An ARPD consists of

I. A brief description of your program, including its mission and general goals.

II. An Analysis of the previous year's performance and the current year's data.

A large part of the analysis is usually a discussion of what the current data show about your program in terms of demand, efficiency and effectiveness. The focus is on the current year, but as you draft, remember that eventually, you will be looking at your program data in a three-year "window" and determining what this longitudinal view is showing you (and others) about program demand, efficiency, and effectiveness.

Another part of the analysis will review the Action Plan from the previous year . . . what kinds of things you, your staff, and/or faculty proposed to do in the previous year to carry out your mission and achieve your goals. You should review

What was proposed (including how the measures aligned with college mission and goals and the strategic plan)

What was actually implemented

How well the implementation worked

How you know (again, using data) whether or not the measures worked.

III. An Action Plan

Given what was accomplished in the previous year and the current state of your program and the "environment," what do you plan to do in the coming year?

What is being proposed

How well the measures proposed align with the mission and goals of the college and strategic plan

How and when will it be implemented

Who will carry out these measures

How will it be assessed (How will you know whether or not the measures are working)

IV. Resource Implications

A description of what the program will need in terms of funds, personnel, equipment, space, and other resources to accomplish the Action Plan.

The information in the ARPD will be used to support resource requests. These requests will be documented in the Resource Request template. Request lists (aka Planning Lists) will be prioritized for instructional programs, academic services, student services, and administrative services.

College Goals

For 2015-2016, priority will be given to the following college goals:

Student Success Initiative Goals:

- Increase the number of graduates and transfers in all areas by 25%
- Eliminate Gatekeeper courses
- Improve student success rates by 10% in all courses with success rates less than 70%
- Decrease time spent in remedial/developmental courses to one year or less

Other Goals (from strategic plan)

- Promote Native Hawaiian student success through a variety of strategies and interventions with comparable goals as overall student success initiative (Goal A, A.)
- Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the US average (B.3.)
- Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership (D.1.)
- Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities (E.1.)

Annual Review of Program Data (ARPD)
Due Date: November 30, 2015
Document should not exceed 7 pages in length total.

Program/Area/Unit Name: _____

Program/Area/Unit Description:

- This section should include a short paragraph that describes your program, area, or unit.
- Goals for your program, area, or unit should be listed in this section. A statement of purpose would also be appropriate.

Part I. Quantitative Indicators

- Identify 3-5 indicators for each of the following areas. These indicators should be measurable, useful data measures that will indicate how well your program, area, or unit is performing. Consult the IR staff if you need assistance identifying indicators.
- Each indicator should list three years worth of data, if available.

Indicators	2012-2013	2013-2014	2014-2015
DEMAND			
EFFICIENCY			
EFFECTIVENESS			

Part II. Analysis of Program/Area/Unit

- Review each of the indicator categories above, and provide an explanation and analysis of the indicators. Review the trend in the data, unusual outlier data

points, and compare results to other similar programs, areas, and units, if possible.

- This section should be a summary and should be no more than **3 pages of analysis**. Reference other documents as needed to remain within the page limit.

Part III. Action Plan

- Using the analysis in the section above, identify the action plans to be pursued in the next year. Actions plans should be specific and indicate deadlines when appropriate.
- This section should be no more than **1 page in length**.

Part IV. Resource Implications

- Provide a short summary of resources needed to implement the action plans identified above.
- Specific resource requests will be reported on the ***Request for Resource Allocations*** template.

Support Area Outcomes (SAO) and Assessment

- If assessment results have been entered in Tk20, please attach a copy of the report.
- If assessment results have not been entered in Tk20, please provide a summary of assessment activity and results for the past year.

Appendix D



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**Comprehensive Review and Evaluation (CRE)
Instructions and Template
2015-2016**

Comprehensive Review and Evaluation (CRE) Instructions

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

Completing the CRE requires each program, unit, and area to

- Write a summary of the program status;
- Review its activities in terms of meeting program, college, and system goals (including assessing learning objectives);
- Update those goals;
- Analyze issues, problems, opportunities affecting past and current planning;
- Develop a four-year plan with goals for the program;
- Identify an action plan for the next four years; and
- Specify possible resources needed to implement the action plan.

Each program, unit, or area will use the data set from the Annual Report of Program Data (ARPD) or other available data (including assessment data) that can be used to support the analysis.

The resulting CRE provides a plan for the program's directions in the next four years. The program will use the Annual Review and Resource Allocation (ARRA) template to update the goals and plans identified in the CRE and make resource requests annually.

For the purposes of the CRE, the following definitions apply:

Program – includes all academic programs that are required to complete an ARPD

Educational unit – includes Leeward CC Wai'anae, International Programs, Native Hawaiian Support Services Program, and OCEWD

Support area – includes all support areas such as Student Services, Academic Services, Administrative Services, and Institutional Support areas

Leeward Community College
Comprehensive Review and Evaluation Template (Academic Program)
Due Date: Set each year to coincide with ARPD due date

Program/Unit/Area Name: _____

Assessment Period: August 2011 to May 2015

College 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.

Program Mission:

Include a statement and brief description of the program.

Part I. Executive Summary of Program Status

Include a response to previous program review recommendations. This section can include the response to the previous years ARPD.

Part II. Program Description

- History
- Program goals/Occupations for which this program prepares students
- Program Student Learning Outcomes (PLOs)
- Admission requirements
- Credentials, licensures offered
- Faculty and staff
- Resources
- Articulation agreements
- Community connections, advisory committees, internships, Coops, DOE connections
- Distance delivered/off campus programs, if applicable

[Empty box]

Part III. Quantitative Indicators for Program Review

Attach copy of current ARPD quantitative indicators to end of report or include a listing of data results used for your analysis from the past four years.

Part IV. Data Analysis of the Program based on Part III. Quantitative Indicators

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators in Part III.

CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Assessment Results for Program SLO and/or Support Area Outcomes.

1. List of the Program Student Learning Outcomes and/or Support Area Outcomes and the dates assessed
2. Assessment findings
3. Changes that have been made as a result of the assessment findings

[Empty box]

Part V. Curriculum Revision and Review (if required)

Minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate

[Empty box]

Part VI. Survey Results

1. Student satisfaction
2. Occupational placement in jobs (for CTE programs)
3. Employer satisfaction (for CTE programs)
4. Graduate/Leaver (if appropriate)

[Empty box]

Part VII. Overview Analysis of Program

- Alignment with mission

- Strengths and weaknesses based on analysis of data
- Evidence of quality
- Evidence of student learning
- Resource sufficiency
- Recommendations for improving outcomes

Part VIII. Action Plan

Explain the plans of actions for the program/unit/area and how the plans support the college's mission.

Part IX. Resource and Budget Implications

Describe any required resources and/or budget needs that will be needed in order to implement the action plans. These resource requests should be included in an ARRA prior to the year it's needed.

Program Student Learning Outcomes (PSLOs) OR Support Area Outcomes (SAOs)

Academic program will need to complete this additional information for the ARPD.

- H. Evidence of Industry Validation
- I. Expected Level of Achievement
- J. Courses Assessed
- K. Assessment Strategy/Instrument
- L. Results of Program Assessment
- M. Other Comments
- N. Next Steps

Appendix E: Suggested Schedule for Comprehensive Review and Evaluation (CRE) Reports

2015-2016 Academic Year

Academic Services
Associate in Arts in Liberal Arts
Associate in Arts in Hawaiian Studies
Associate in Arts in Teaching
Associate in Science in Natural Science
Automotive Technology Program
Information & Computer Science Program
International Program
Native Hawaiian Student Support Program
Office of Planning, Policy, and Assessment
Marketing Area
Remedial/Developmental Program
Substance Abuse Counseling Program

2016-2017 Academic Year

Accounting Program
Business Technology Program
Administrative Services
Culinary Arts Program
Digital Media Program
Distance Education Program
Health Information Technology Program
Leeward CC – Wai‘anae
Management Program
Office of Continuing Education and Workforce Development
Student Services
Television Production Program

Appendix F

Part IV. Resource Implications Template

Request for Resource Allocations

Each prioritized resource request list should be limited to the **top five requests** for your division, unit, or area. **Resource requests should be \$5,000 or greater in amount.** Some divisions may want to keep a complete prioritized list of items for any amount to use for division fund requests.

- Operating Budget (includes Supplies, Student Help, Technology, Equipment/Furniture, Travel/Professional Development)
- Personnel (positions and release time)
- Repair and Maintenance

OVERALL DIVISION/UNIT/AREA PRIORITIES FOR OPERATING BUDGETS (This category includes Supplies, Student Help, Technology, Equipment/Furniture, and Travel/Professional Development)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.					
2.					
3.					
4.					
5.					

PERSONNEL (Positions and Release time)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.					
2.					
3.					
4.					
5.					

REPAIR and MAINTENANCE (R&M)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.					
2.					
3.					
4.					
5.					