

4 Planning, Budgeting, and Institutional Effectiveness

02-11-2020 Updated Reference to Strategic Plan 2020-2025
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10-11-2016 Approved by Executive Council
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INTRODUCTION

Lurleen B. Wallace Community College (LBWCC) is committed to continuous improvement of its programs and services and maintains the *Institutional Effectiveness Process Manual* to guide its efforts. The Manual, initially titled the *Strategic Plan for Institutional Effectiveness*, was developed in the Spring of 2003 and implemented in the Summer of 2003; extensive revisions were made in Spring of 2013, and the document was retitled. The College annually assesses the results of its institutional effectiveness activities and reviews the *Institutional Effectiveness Process Manual* each summer.

The development of the initial *Strategic Plan for Institutional Effectiveness* included the formulation of a new mission statement for the institution and the initiation of a planning process. The revised *Institutional Effectiveness Process Manual* identifies the purpose statements, measurement instruments, and expected institutional and educational outcomes for the functional areas of the College. Also documented are the General Educational Competencies and the Career Technical Goals for the College, as well as the College mission, strategic planning and institutional effectiveness documents, evaluation procedures, and a timeline for the annual planning and assessment process. The mission, purpose statements, and expected institutional and educational outcomes are assessed and reviewed in accordance with the *Institutional Effectiveness and Quality Calendar* and the *Institutional Effectiveness Process Manual*.

The evolution of institutional effectiveness at LBWCC—driven by a rigorous annual cycle of planning and assessment and a clear sense of accountability—has been shaped by changes in SACSCOC criteria, in College leadership and philosophy, and in theory and practice in the institutional effectiveness discipline. Throughout these changes, the central concern has been to organize to achieve institutional effectiveness. SACSCOC Core Requirement 2.5 specifies that “The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.”

In addition, Comprehensive Standard 3.3.1 states that “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate.”

The College has put a number of practices in place to demonstrate its commitment to these standards and to enhance the overall effectiveness of the institution. These practices, documented in the *Institutional Effectiveness Process Manual*, also ensure compliance with *Alabama Community College System Board of Trustees Policy 900: Institutional Effectiveness: Planning and Evaluation*.

PLANNING

LBWCC maintains a number of strategic planning documents that allow administrators to make informed, data-driven decisions regarding the future of the institution. Short-term planning documents include the *Annual Budget Plan*, *Annual Planning Forms*, and *Professional Development Plans* which are revised and updated on a yearly cycle; long-term planning documents include the *College Strategic Plan* and the *Facilities Master Plan*. The established review cycles are meant to accommodate both internal and external factors that may have an impact on College programs, finances, and personnel.

Annual Budget Plan

The *Annual Budget Plan* is prepared during the spring semester for the next fiscal year which begins on October 1. The plan includes personnel needs, equipment needs, facilities and maintenance needs, and expense budgets for the following fiscal year. The preparation of the plan includes a SWOT (strengths, weaknesses, opportunities, threats) Analysis, the College's program development plans, and other documented needs. Budget managers for each functional unit of the College are responsible for determining the budget requirements of their units. Any increases in budget and changes in personnel must be documented on budget justification forms and tied to one or more of the College's strategic goals. The Chief Financial Officer and the President of the College review these forms during the preparation of the budget.

After completion of the *Annual Budget Plan* and approval by the President, it is submitted to the Alabama Community College System for final approval. Financial Affairs is responsible for the coordination, documentation, and submission of this report.

Annual Planning Form

Each August, members of the Executive Council complete part one of a two-part Annual Planning Form that includes a series of specific, measureable, achievable, realistic, and timely (S.M.A.R.T.) objectives to be completed by their division or unit for the upcoming academic year. Objectives are tied to identified needs—including those cited in the strategic plan or annual survey results—and may include applicable budget requirements. Part two, completed the following August, asks unit heads to indicate the status of each objective and to discuss the implementation process and results. Forms are approved by the President and maintained by IE&Q.

Professional Development Plan

All full-time employees submit an annual Professional Development Plan as part of the personnel evaluation process. Professional development activities that require significant expenditures, such as out-of-state travel or course enrollment, are included in the budget for the applicable unit. Detailed information about the Professional Development Plan can be found in the "Evaluation of Personnel" section.

College Strategic Plan

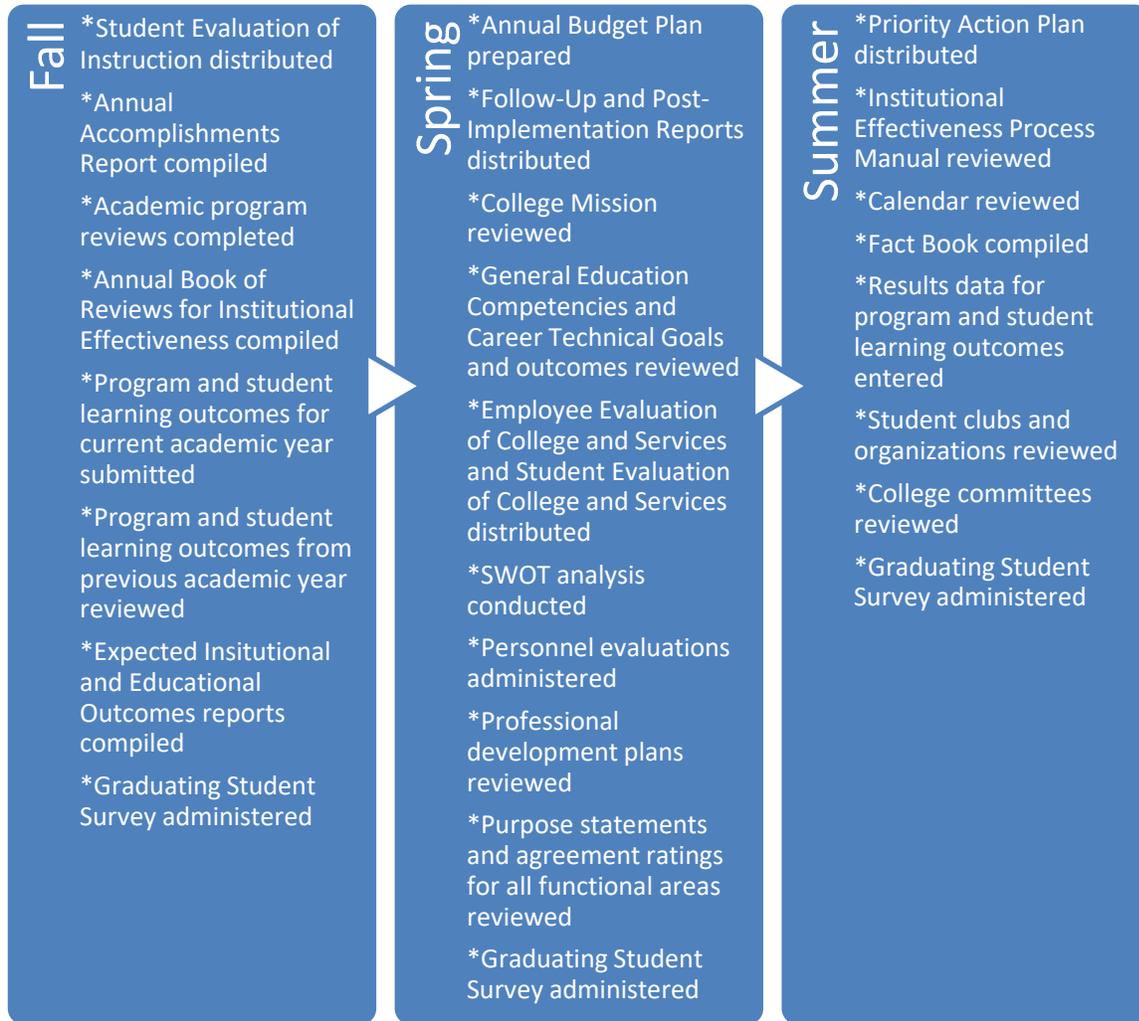
The *College Strategic Plan* is a forward-looking, five-year document developed by the Strategic Planning Steering Committee. (The current Strategic Plan covers 2020-2025.) The cornerstone of the plan is a series of goals and subgoals that account for all major divisions within the College, from student services to institutional advancement. These goals are formed by a thorough review of the College mission; research on state and national education trends; analysis of College trends, including enrollment, student demographics, and program demand; and a SWOT (strengths, weaknesses, opportunities, threats) analysis. The Office of Institutional Effectiveness and Quality, with assistance from the Executive Council, is responsible for the coordination, documentation, and submission of this plan.

Facilities Master Plan

The *Facilities Master Plan* contains building construction and enhancement plans, landscaping plans, and facilities improvements anticipated to meet the long-term needs of the College. The focus of the plan is on the establishment and maintenance of an environment that is clean, attractive, safe, conducive to heightened learning, in conformance with ADA specifications, and supportive of the social and developmental needs of the student body. Plans are submitted annually but contain long-term projections for the next three to five years. Financial Affairs is responsible for the coordination, documentation, and submission of this report.

College Planning and Assessment Cycle

The College continually evaluates its institutional effectiveness using a clear planning and assessment cycle. Major components of this cycle are detailed below. Additional assessment activities, such as departmental surveys and data collection, appear in the *Institutional Effectiveness and Quality Calendar*.



The College mission drives College planning, along with external and internal factors. This feedback may be in the form of responses to formal surveys, meeting minutes, analyses of other College data, newspaper and journal articles, formal discussions, employee and student evaluations, written suggestions, and other forms that have been incorporated into the College’s institutional effectiveness process. During each cycle of College operation, adjustments to the operations may occur as a result of the use of these evaluation processes and outcomes.

External Factors

External factors are comprised of community demographics, economic development issues, enrollment trends, educational movements, technology trends, federal and state mandates, community politics, competition, labor trends, and societal issues. These factors may cause shifts in educational program demands, institutional funding, instructional delivery methods, and student access to education, availability of learning resources, industry expectations, community services, and other educational considerations.

Internal Factors

Internal factors are comprised of faculty and staff credentials and skills, workloads, fund balances, equipment age, computer and communication systems capabilities, floor space, professional development needs, and effectiveness of personnel and administrative systems. These factors place limitations on the capacity of the institution to meet all the objectives that it sets out to achieve. These internal factors are taken into consideration in particular during the budget planning stage, but also provide rationale for changing or enhancing strategic directions, as well as input to the long-range facilities plan.

INSTITUTIONAL EFFECTIVENESS

Lurleen B. Wallace Community College defines institutional effectiveness as a systematic evaluation of how well the needs of its stakeholders, including members of the community, students, and local businesses and industries, are met through the College's mission, goals, programs, and personnel. The primary goal of the Office of Institutional Effectiveness and Quality is to facilitate this process with an eye to continuous improvement and quality enhancement and to ensure accountability at the institutional level.

The Office of Institutional Effectiveness and Quality has developed an *Institutional Effectiveness Process Manual*, the objective of which is to outline a process for improving the institution's programs and services to the benefit of its students and the community it serves. The institutional effectiveness process is carried out in accordance with the *Institutional Effectiveness and Quality Calendar*, which is used as a guide for administering assessment instruments and collecting data, evaluating the collected data, and using the results to improve the institution. The IE calendar is used to guide the assessment process, which is ongoing throughout the year until all areas of the College have been assessed. The Office of Institutional Effectiveness and Quality is responsible for overseeing and managing this process.

In addition to the *Institutional Effectiveness Process Manual* and the *Planning and Assessment Calendar*, the Office of Institutional Effectiveness and Quality maintains a number of documents that facilitate the planning and assessment process and capture institutional effectiveness procedures at the College. These include the *Annual Accomplishments Report*, the *Annual Book of Reviews for Institutional Effectiveness*, *Educational Program Outcomes Reports*, the *General Education Competencies Report*, *Functional Area Outcomes Reports*, the *Annual Report on Student Success*, *Key Performance Indicators*, and the *Lurleen B. Wallace Community College Fact Book*. Major institutional effectiveness evaluation instruments include the *Employee Evaluation of College and Services*, the *Student Evaluation of College and Services*, the *Student Evaluation of Instruction*, and the *Graduating Student Survey*. Additional information about these documents and surveys, as well as more specialized surveys that assess individual programs, services, and events, can be found in the *Institutional Effectiveness Process Manual* and the *Planning and Assessment Calendar*.

All educational programs and functional areas have a detailed assessment plan that includes a mission or purpose statement, expected outcomes, and assessment measures. Results for each

outcome are reviewed in accordance with the timeline established in the *Institutional Effectiveness Process Manual*. Assessment results and plans for improvement are reviewed by the Institutional Effectiveness Committee, The Academic Peer Review Committee, or the Technical Peer Review Committee, as appropriate, and each program or unit receives a rubric with feedback and suggested areas of improvement. Additional information about the outcomes review process can be found in the *Institutional Effectiveness Process Manual*.