Planning and Assessment Manual

LSUE
Office of
Institutional Effectiveness and Accreditation

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What is Institutional Effectiveness? Institutional Effectiveness is the extent to which the college is meeting its mission and achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and evaluation process that focuses on improvement in all aspects of college operations and educational outcomes.

- Essential Components of Institutional Effectiveness, SAIR Conference, 2002

Questions or suggestions regarding this guide or the planning and assessment process should be directed to the Office of Institutional Effectiveness and Accreditation. Feel free to contact Paul Fowler at 337-550-1433 or pfowler@lsue.edu.

Planning and Assessment Manual

Overview

As a regionally accredited university, Louisiana State University at Eunice has the obligation to identify expected outcomes for its educational programs and its administrative and educational support services; assess whether it achieves these outcomes; and provide evidence of improvement based on analysis of the results.

LSU Eunice's Planning Process assumes that planning and evaluation is an integral part of all university operations and that employees and students have an opportunity to be involved in the development and review of official planning documents.

LSU Eunice documents institutional effectiveness by employing a comprehensive system of planning and evaluation in all major aspects of its operation. Planning and evaluation of teaching, service, administration, and educational support is thorough, broad-based, integrated, and appropriate. As evidence of institutional effectiveness, LSU Eunice provides documentation of planning, assessment, and the use of results in decision-making. All planning documents are posted on the institutional effectiveness reports website as they are completed. Disclosure of student achievement along with past SACSCOC Compliance Certification documents are posted on the LSU Eunice Institutional Effectiveness Public Disclosure website. Institutional Effectiveness documents and Student Achievement disclosures are typically updated on an annual basis.

Planning and Evaluation Process

The LSU Eunice *Planning and Evaluation Model* provides the overall structure for a systematic review of programs and services (see Appendix A). Using the model, LSU Eunice engages in a wide range of ongoing assessments of its effectiveness, and guided by the assessment results, LSU Eunice develops and implements plans for continued improvements in accomplishing its mission. Based on an institutional mission statement that is affirmed each planning cycle, LSU Eunice establishes institutional goals and strategic priorities that are translated annually into institutional objectives and corresponding divisional and departmental objectives (see Appendix B). The annual budget is developed to implement these objectives.

Success in implementing the objectives is then measured by effectiveness indicators that are used in revising and developing plans for the next year. Throughout the cycle, policies and procedures are adjusted if performance indicators show that expected outcomes are not being achieved.

LSU Eunice's Planning and Evaluation Model incorporates performance-based budgeting mandated for all state agencies under the Louisiana Performance Accountability System (LaPAS), which, in turn, is designed to help implement Louisiana's Master Plan for Economic Development and higher education. The planning and evaluation model represents all segments of the University community and provides

the overall structure for a systematic review of programs and services. Based on the mission statement, the model provides for LSU Eunice to engage in a wide range of ongoing assessments of its effectiveness, and guided by the assessment results, develop and implement plans for continued improvements in accomplishing its mission. The systematic planning and evaluation also integrates resource planning, program evaluation, performance monitoring, and planning with the budgetary process to enhance institutional quality. Success in implementing the goals and objectives is then measured by effectiveness indicators that are used in revising and developing plans for the next year. This includes revising the mission statement if necessary. Throughout the cycle, policies and procedures are adjusted if performance indicators show that expected outcomes and/or the mission are not being achieved.

Annual Assessment Plan

Each Institutional Planning Unit must develop an Annual Assessment Plan documenting the accomplishment of annual goals and objectives. Unit heads are encouraged to examine the elements below from other departments in the planning system as all assessments are made available to all unit heads.[1] In addition, Appendix C contains the characteristics of effect programs that may prove helpful for departments in creating or updating their outcomes. Each planning unit at LSU Eunice must include the following elements.

Unit Mission

A broad, comprehensive statement of the unit's purpose. Elements are:

- **Title** – usually includes name of unit and specific planning element
- **Start date** – based on reporting year
- **End date** – based on reporting year
- **Progress** – usually left blank or "ongoing"
- **Providing department** – names unit responsible
- **Example** – The LSU Eunice Radiologic Technology Program is committed to providing a qualitative, comprehensive, and diverse education that enables students to become entry-level radiographers.

Unit Vision[2]

A compelling conceptual image of the desired future. Elements are:

- **Title** – usually includes name of unit and specific planning element
- **Start date** – based on reporting year
- **End date** – based on reporting year
- **Progress** – usually left blank or "ongoing"
- **Providing department** – names unit responsible

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[1] Unit heads may view any department's assessment documents; however, permissions are set for the unit head to edit their own department only.

[2] The unit vision statement is the only planning element that is optional. Given that, most planning units have a vision statement.

- **Example** – The Office of Academic Affairs envisions a vibrant, high quality, comprehensive community college with a variety of academic programs that meet the educational and work force needs of the University's constituency.

Unit Goals

A general statement of what is to be accomplished tied to the mission statement and strategic plan. Elements are:

- **Goal Number** – identifier unique to each goal within a department
- **Goal Title** – usually includes name of unit and specific planning element
- **Start date** – based on reporting year
- **End date** – based on reporting year
- **Progress** – shows status and must be set to "complete" when all objectives linked to it are finished for a given year
- **Providing department** – names unit responsible
- **Budget Information** – details budget requests; "none (existing)" is used if the budget exists and no new funds are requested from the general fund[3]
- **Linkages** – each goal must be linked upward to at least one University Strategic Goal and downward to all objectives that logically pertain to stated goal
- **Example 1** – Provide students with access to the technology they need to be successful in meeting their academic goals.
- **Example 2** – Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

General Education Goals

General Education Goals use a template that is similar to Unit Goals; however, the goals themselves are the responsibility of the faculty and Academic Affairs. General education goals reflect the belief that students should acquire a substantial knowledge when completing any associate degree program. All graduates of LSU Eunice degree programs are expected to demonstrate the following general education objectives. An LSU Eunice graduate will:

1. demonstrate effective communication of complex knowledge and ideas.
2. use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. demonstrate an aesthetic and historical understanding of the arts.

LSU Eunice's General Education Goals have been approved by Faculty Senate and

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[3] The budget cell does not exist in the General Education Goals as these courses serve all programs.

Academic Council and may not be altered without approval.[4]

Unit Objectives and General Education Objectives

Unit objectives and general education objectives use the same template in the planning system. They are specific, measurable outcome statements for the accomplishment of goals that include student learning outcomes (where appropriate). Elements are:

- **Number** – identifier unique to each objective within a department with a naming convention that uses x.y where x is the number of the goal that the objective links to and y is the objective number. (General education objectives use the same numbering convention where the x refers to the General Education Goal.)
- **Title** – usually includes name of unit and specific planning element
- **Start date** – based on reporting year
- **End date** – based on reporting year
- **Progress** – shows status and must be set to "complete" when the objective text has been completed and has been approved by the Director of Institutional Effectiveness
- **Providing department** – names unit responsible
- **Linkages** – each objective is linked upward to its unit goal or General Education Goal in the case of courses labeled as general education
- **Objective with intended outcomes** – a statement on what is to be assessed
- **Assessment or Evaluation Strategies** – the methods used to accomplish objective including the benchmark and rationale for choosing the benchmark[5]
- **Assessment or evaluation results (progress report)** – is a statement of the current analysis of results defined by the objective. This section
  o begins with a statement of what happened last academic year along with details on the improvement plan if the objective was not met
  o states the number of students in a course or program
  o states the number of students assessed along with a percentage of those assessed based on the total registered on the 14th day
  o includes the results broken out by site
  o has a statement of the result by site (if the course/program is offered at multiple sites)
  o has a statement of the final result, a comparison of the observed result and the benchmark, and whether or not the objective was met, partially met, or not met, and
  o Discloses any data not reported with the reason it was not included
- **Improvement Plan** – this may not be a "cut" and "paste" and is statement of changes made to improve success/learning based on the results of the given year regardless of whether the objective was met or not
- **Example 1** – Developmental education students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001-Pre-algebra) necessary to begin MATH 0015 or MATH 0021. This outcome then defers to the SLOs in the course with a benchmark of 70%.
- **Example 2** – LSU Eunice will increase the fall-to-fall new first-time student retention. The benchmark is a ten-year average and specifies the number to be met for success.

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[4] This includes the number as well. Faculty should refer to the Fine Arts objective as General Education Goal number six (and not let Word relabel it to number one in their syllabi). This applies to all General Education Goals cited in general education course syllabi.
[5] It is assumed that all students in a program or course will be assessed as LSU Eunice does not use sampling.

- **Example 3** – Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula. This objective defers to the SLOs from ENGL 1001 and ENGL 1002 specifying a benchmark of 70%.

The Annual Assessment Plan for a given unit does not have to link to each strategic goal; however, it must include at least one and include an assessment of those strategic goals that are perceived to be priorities for the current year. Departmental goals and objectives should be created in support of the overall institutional mission and vision while focusing on strategies that will contribute to the achievement of the published institutional goals and objectives derived from the strategic plan.

Annual Planning and Evaluation Cycle

During the planning and evaluation cycle, the Vice Chancellors and Deans are responsible for the implementation and monitoring of progress toward meeting objectives related to goals in their areas and making modifications based on the evaluation and review process. Planning forms are used to

- define annual goals for each planning unit,
- state measurable objectives,
- identify links with institutional, strategic, and other planning goals,
- list expected outcomes,
- describe assessment procedures,
- describe planning for improvement, and
- indicate budget requirements.

In the current planning and evaluation cycle, the Mission Statement and Strategic Plan are affirmed and reviewed by the Chancellor's Cabinet in January or February (see Appendix D). Any revisions in the mission or the institutional strategic goals for the next year are established and published in February. Using the online planning and evaluation system, individual units review and revise goals, objectives, and forecasts from February through March and develop next year's objectives and budget requests. During April and May, budget requests for new resources are reviewed and prioritized for the upcoming year. Although assessment is ongoing throughout the year, individual units conduct annual performance reviews in May through September. Specifically, unit assessments for academic areas are completed in the planning system by mid-August. Non-academic areas must be completed in the system by mid-September. In October through November, the institutional effectiveness staff reviews all outcomes and compiles the individual reports into the Annual Summary Report on Institutional Effectiveness. By the end of October or the beginning of November, the General Education Report is sent to the General Education Committee to be approved by the end of the fall semester. Meanwhile, summary reporting forms are completed and sent to the Chancellor's Cabinet by the beginning of December. A meeting is then called of the Administrative Council to review the outcomes of the previous year's activities and make appropriate recommendations by mid-February. The final step is Cabinet accepting the Academic Council report and stating that they believe that the mission

was met based on evidence from the institutional effectiveness documents. The Office of Institutional Effectiveness places the Cabinet meeting minutes in the final document and completes all formatting. An effort is made to post the completed document on the website in May or June.

Appendix E examines the same process in greater detail over three cycles beginning with academic year in August.

Improvements in Planning and Evaluation

The current Planning and Evaluation Model provides input and participation involving each campus unit in all aspects of the cycle. The process adds budget requests to the planning forms for goals to provide additional planning information. Additionally, the model includes publication of the annual summary report on effectiveness so that the campus at large may follow the progress and see where future efforts should be concentrated.

Appendix A

**Louisiana State University Eunice
Planning and Evaluation Model**

Institutional Mission

Institutional Goals
Strategic Priorities

Effectiveness
Indicators

Institutional Objectives

Divisional / Departmental Objectives

Budget Development

Budget Implementation

Evaluation
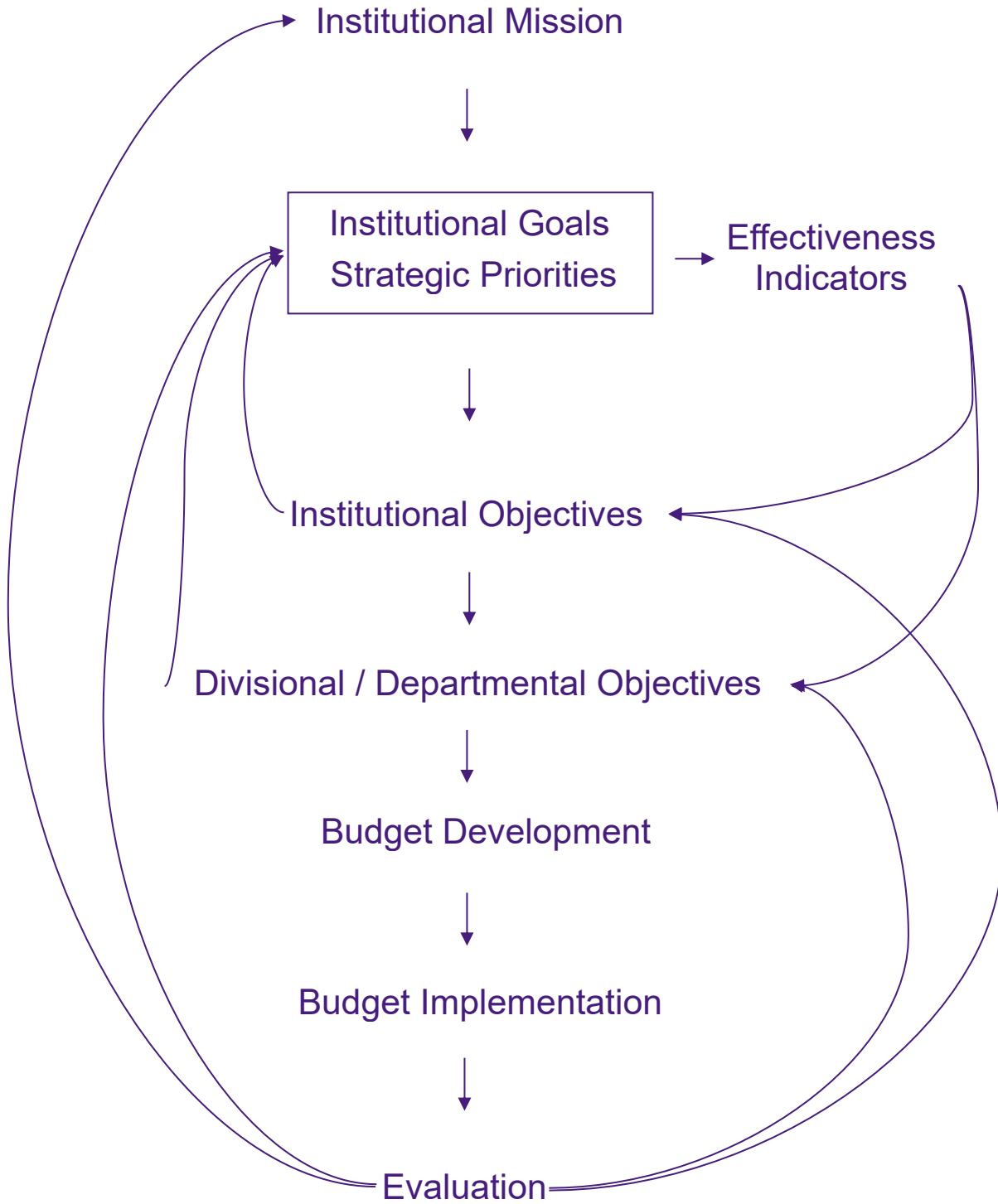
Model developed from format originally created by the North Harris Montgomery Community College District

Appendix B

LSU Eunice Mission and Vision Statements

Mission[6]: Louisiana State University Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University Eunice offers associate degrees, certificates, and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional, and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice.

Consistent with its mission, Louisiana State University Eunice works to achieve the following goals:
1. Students complete associate degree or certificate programs prepared to enter the work force.
2. Students complete the first two or more years of baccalaureate study prepared to transfer to four-year institutions to complete their degrees.
3. Students fulfill general education and continuing education needs through a variety of educational offerings at various teaching sites and times.
4. Students who need developmental instruction acquire the knowledge and skills to prepare them for collegiate study.
5. Students receive support and assistance in reaching academic, personal, career, and employment goals.
6. Students participate in extracurricular activities to meet personal, artistic, or intellectual interests.
7. Students find facilities and resources adequate in classrooms, laboratories, the library, and recreational areas.
8. Citizens of LSU Eunice's service area find educational opportunities to meet changing employment needs.
9. Citizens experience cultural enrichment and personal development through participating in programs offered as a community service.

Strategic goals
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure student access
2. Strengthen student success
3. Expand partnerships

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[6] Please note that as of this writing, LSU Eunice's mission, goals, and strategic goals are under review as part of the strategic planning process.

4. Demonstrate a culture of continuous improvement

Vision: To Establish LSU Eunice as the model comprehensive two-year college in Louisiana through a total institutional commitment to quality, "state-of-the-art" education, and student success in: degrees, transfer preparation, career education, adult/workforce education, and customized business/industry training.

Appendix C

Characteristics of Effective Programs

It is suggested that units use these standards to determine their organization's effectiveness.

What does the office/department strive to accomplish?

A mission statement for the office/department that:

1. Delineates the reasons for the office's/department's existence.
2. Links the program to the educational mission of the University.
3. Identifies constituencies that are served.
4. Is updated, revised, and approved annually.

How does the office/department go about achieving its mission?

A set of intended outcomes for the office/department that:

1. Are clear, concise, specific, and measurable.
2. Define and pursue excellence.
3. Are established at least annually.
4. Are collaborative where possible, both within and beyond the University.
5. Utilize results obtained from prior evaluation/assessment efforts.

A planning/budgeting process that:

1. Is based on a knowledge of the needs, expectations, and perspectives of constituent groups.
2. Emanates from the intended goals/objectives.
3. Incorporates relevant "futuring" literature.
4. Provides opportunities for participation by faculty/staff in the office/department.
5. Provides long-term direction as well as short-term focus.

Commitment to diversity:

1. In the creation, maintenance and evaluation of an office/department environment that fosters civility.
2. In the recruitment and retention of students, where appropriate.
3. In the recruitment, promotion, and retention of faculty/staff.
4. In programming.
5. In services.

Management of human resources that:

1. Identifies performance standards for faculty/staff.

2. Conducts annual written evaluations of faculty/staff based on the standards of performance.
3. Specifies annual professional development objectives for all faculty/staff.
4. Recruits, promotes, and retains qualified faculty/staff.
5. Identifies, designs, and promotes opportunities for the further education and training of faculty/staff.
6. Provides opportunities for faculty/staff to receive feedback from colleagues, supervised faculty/staff, and students.

Communications that:

1. Provide for appropriate sharing of information within the office/department.
2. Inform other offices/departments in a timely manner of decisions that may have an impact on them.
3. Provide for sharing of information with constituent groups.

Management of finances that:

1. Results in office/department expenditures not exceeding the annual budget without prior authorization.
2. Conforms to all state and university policy and procedures.
3. Results in expenditures being related to office/department goals/objectives.
4. Establishes an appropriate internal control structure.

Management of technology that:

1. Ensures that faculty/ staff have achieved necessary skill levels.
2. Documents office/department procedures relating to the use of technology.
3. Provides appropriate security access to data.
4. Conforms to all state and university policies and procedures.
5. Provides cross-training of staff in critical/essential functions.

Collaborative efforts that:

1. Actively seek out other offices/departments involvement in establishing intended outcomes.
2. Involve other offices/departments in decision-making, where appropriate.
3. Emphasize involvement in the pursuit of objectives identified by other offices/departments.

Service to constituents that:

1. Initiates and maintains positive working relationships.
2. Seeks out and responds to constituent needs.
3. Is timely, accurate and respectful of constituents.
4. Includes participation on related committees, on or off campus.

Office/department practices that:

1. Meet ethical standards of the profession.
2. Comply with all federal, state, and local laws.

How does the office/department determine that its objectives have been achieved?

Assessment/evaluation efforts that:

1. Include periodic program reviews.
2. Provide for external input into program reviews.
3. Determine satisfaction/dissatisfaction levels of constituents.
4. Obtain and utilize comparative information on programs and services of peers.
5. Identify and determine targets for appropriate performance measures/benchmarks.
6. Determine the extent to which excellence is achieved.
7. Assess learning delineated in intended objectives.
8. Evaluate intended administrative objectives.
9. Are utilized at least annually in the allocation of program resources.

Program Review Options Show:
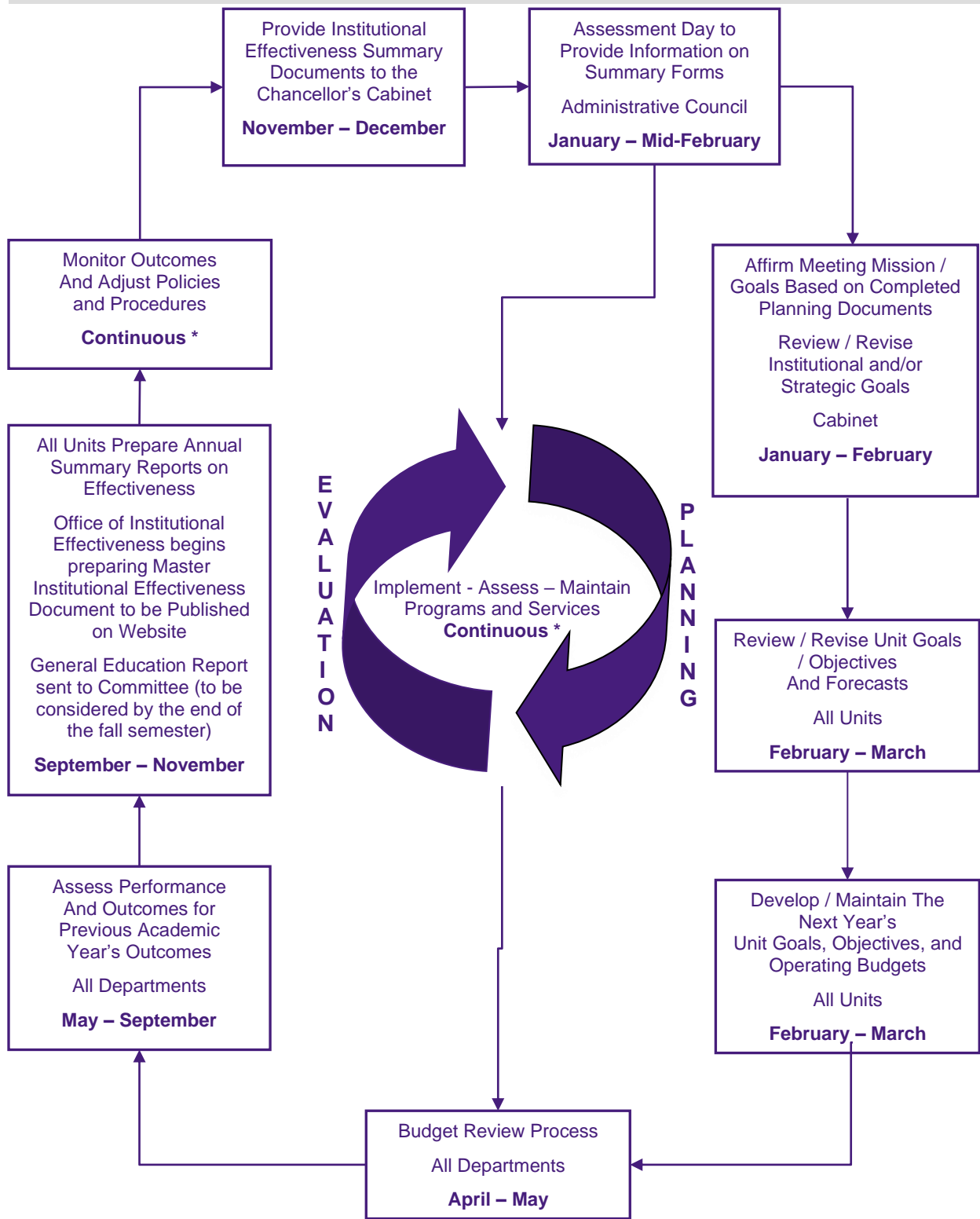
1. Office/Department is in total compliance with the characteristic.
2. Office/Department is in partial compliance with the characteristic and the following recommendations are made.
3. Office/Department is not in compliance with the characteristic and the following recommendations are made.

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*Copied with permission from James Madison University Office of Institutional Research

Appendix D

Louisiana State University Eunice
Planning and Evaluation Cycle

Provide Institutional Effectiveness Summary Documents to the Chancellor's Cabinet
November – December

Assessment Day to Provide Information on Summary Forms
Administrative Council
January – Mid-February

Monitor Outcomes And Adjust Policies and Procedures
Continuous *

Affirm Meeting Mission / Goals Based on Completed Planning Documents
Review / Revise Institutional and/or Strategic Goals
Cabinet
January – February

All Units Prepare Annual Summary Reports on Effectiveness
Office of Institutional Effectiveness begins preparing Master Institutional Effectiveness Document to be Published on Website
General Education Report sent to Committee (to be considered by the end of the fall semester)
September – November

EVALUATION

PLANNING

Implement - Assess – Maintain Programs and Services
Continuous *

Review / Revise Unit Goals / Objectives And Forecasts
All Units
February – March

Assess Performance And Outcomes for Previous Academic Year's Outcomes
All Departments
May – September

Develop / Maintain The Next Year's Unit Goals, Objectives, and Operating Budgets
All Units
February – March

Budget Review Process
All Departments
April – May

* This is accomplished through the extensive use of committees and sub-groups at the various planning levels to create a continuous cycle of program implementation, assessment, and maintenance.

Appendix E

Annual Planning and Evaluation Calendar using AY 2021-2022 as an Example[7]

Month	Tasks for the Previous Academic Year 2020-2021	Tasks for the Current Academic Year 2021-2022	Tasks for the Next Academic Year 2022-2023
August 2021	Updated Student Achievement data gathered. This includes the National Student Clearinghouse Six Year Graduation Rate. Deadline for academic unit heads to enter outcome data into the web-based planning system is usually middle to the end of the month.	New academic year begins with faculty verifying syllabi.	Any changes to outcome or student learning outcomes (SLOs) must be finalized with institutional effectiveness (IE) prior to the semester beginning.
September 2021	Updated Student Achievement data is shared with the Chancellor's Cabinet. Deadline for non-academic unit heads to enter outcome data into the web-based planning system is usually the middle of the month. IE office continues to review completed IE documents, requests revisions if needed.	Units gather data as required.	None
October 2021	Updated Student Achievement data published on the website as time permits. All outcome data should be complete in the planning system. IE completes review of all documents by the end of the month. IE office forwards the General Education Report to the General Education Committee for consideration as time permits. IE office asks all unit heads to complete the one-page summary form.	Units gather data as required. Eight-week semester begins – faculty verify syllabi are correct.	None

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[7] Monitoring of outcomes and adjustments involving policies, procedures, or benchmarks are ongoing and may happen at any time throughout the process.

Month	Tasks for the Previous Academic Year 2020-2021	Tasks for the Current Academic Year 2021-2022	Tasks for the Next Academic Year 2022-2023
November 2021	Updated Student Achievement data is published on the website by the end of the month. IE office forwards General Education Report to the General Education Committee for consideration. IE office assembles all summary institutional effectiveness documents, submits them to Chancellor's Cabinet, and provides supplemental material as required.	Units gather data as required. Blank worksheets provided to all units for current year.	None
December 2021	By the end of fall semester – General Education Committee meets to discuss outcomes and whether general education goals were met. IE summary forms and other documents placed on Chancellor's Cabinet Agenda as time permits. Chancellor calls Administrative Council meeting for all units to report on the most important objectives met and not met.	Units gather data and report to IE and unit head. IE office recording data from fall semester.	None
January 2022	Administrative Council meeting is held on IE documents based on summary forms as time permits. Administrative Council accepts report and returns summaries to Cabinet. Cabinet decides on whether the mission is being met based on evidence in IE summary forms as time permits. Cabinet decides if the mission or strategic goals need to be updated.	Spring begins – verify syllabi are correct.	None
February 2022	Administrative Council meeting is held on IE documents based on summary forms. Administrative Council accepts report and returns summaries to Cabinet. Cabinet decides whether the mission is being met based on evidence in IE summary forms. Cabinet decides if the mission or strategic goals need to be updated.	Units gather data as required.	Faculty/unit heads and IE discuss changing outcomes or methodology if needed.
March 2022	IE office assembles all documentation and proofs.	Units gather data as required. Eight-week semester begins – faculty verify syllabi are correct.	IE office works with faculty and unit heads to update outcomes or benchmarks as required for fall and determine budget implications, if any.

Month	Tasks for the Previous Academic Year 2020-2021	Tasks for the Current Academic Year 2021-2022	Tasks for the Next Academic Year 2022-2023
April 2022	IE office assembles all documentation and proofs.	Units gather data as required.	IE office works with faculty and unit heads to update outcomes or benchmarks as required for fall and determine budget implications, if any. Budget review may take place (depends on when budget worksheets are available).
May 2022	IE office places completed document on the website as time permits.	Units gather data and report SLOs to IE and unit head. Unit heads begin completing outcomes for current academic year toward end of the month.	IE office works with faculty and unit heads to update outcomes or benchmarks as required for fall and determine budget implications, if any. Budget review may take place (depends on when budget worksheets are available).
June 2022	IE office places completed document on the website. All tasks for AY 2020-2021 IE completed by the end of the month.	Unit heads complete outcomes for current academic year.	Work with unit heads on changes for next academic year.
July 2022	None	Unit heads complete outcomes for current academic year.	Work with unit heads on changes for next academic year.