

Louisiana State University at Eunice



**Campus Labs Planning
Module Training Manual**

**Section I: Introduction
including SACSCOC Standards,
IE Webpage,
LSU Eunice Sites,
IE Elements at LSU Eunice, and
Overview of Planning Elements**

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Revised May 4, 2020

Section I: Introduction to Institutional Effectiveness at LSU Eunice

Note from the Director of Institutional Effectiveness (IE): This manual reflects my understanding of the functionality of the Campus Labs Planning System Version II as of the publication date. Please consider this manual as a work in progress. I ask planning heads to touch base with me on items that need to be corrected (including any typographical errors). I thank you for your assistance and dedication to LSU Eunice's students.

This manual, updated to version II of the planning system, is designed to assist users in entering and editing their IE data into the planning system. Users should contact the Director of IE at pfowler@lsue.edu, 337-550-1433, on Manuel Hall Room 207 for assistance. Please do not call Information Technology as they do not support the Campus Labs Platform.

This section covers:

[SACSCOC Standards as of Publication Date](#)

[LSU Eunice's Institutional Effectiveness Webpage](#)

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SACSCOC Standards as of Publication Date

LSU Eunice is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Principles of Accreditation that provides the standards that LSU Eunice must comply with are available at: <https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>. The letters "CR" before the standard indicates that the standard is a core requirement. Any institution found in non-compliance with a core requirement can be put on warning or sanction.

Standard	Text
CR 7.1	The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission. (Institutional planning) (p. 56).
7.2	The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan) (p. 58).
7.3	The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness) (p. 61).

CR 8.1	The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) (p. 64).
8.2	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for:
8.2a	student learning outcomes for each of its educational programs. (Student outcomes: educational programs) (p. 68).
8.2b	student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education) (p. 70).
8.2c	academic and student services that support student success. (Student outcomes: academic and student services) (p. 73).

LSU Eunice's Institutional Effectiveness Webpage

LSU Eunice's Institutional Effectiveness (IE) website is available at <https://lsue.edu/ie>. On the home page, the buttons to the right include a number of links to frequently used items. They include:

- A. [The Planning and Assessment Manual](#) that details the purpose and summarizes the procedure for LSU Eunice's Institutional Effectiveness
- B. [Summary Reporting Form](#) that is used by administrators to summarize their data to Administrative Council and the Chancellor's Cabinet.
- C. [Resource Request Form](#) used to request additional funding.
- D. [Example of a Resource Request](#) provides the details to filling out the Resource Request Form.
- E. [Standard Syllabus Form](#) detailing the elements that are required to be in all syllabi per the Curriculum Development Manual.
- F. [Standard Student Learning Outcome \(SLO\) Reporting Form](#) used by many departments to report SLO data each semester.
- G. [SLO Reporting Example](#) detailing what course sections may be grouped together, appropriate data, and common errors.

The IE webpage also includes a number of sections to the left including, [Characteristics](#). The site also includes information on and links to [Campus Labs and Compliance Assist](#) along with various help tools for completing institutional effectiveness reports. [Institutional Effectiveness Reports](#) including Noel Levitz Student Satisfaction Inventory results, and past annual IE Reports, and specialized reports. Next, the website includes LSU Eunice [Instructional Locations](#) as required by SACSCOC detailing the degrees offered at the various sites. Finally, the [SACSCOC](#) page contains required reporting for Core Requirement 8.1 on Student Achievement and Compliance Certification information.

LSU Eunice Sites

LSU Eunice offers instruction at several different sites. Per SACSCOC Principles of Accreditation, students must be treated in the same manner, if applicable. For example, if new first-time students at one site are required to attend orientation, then the same requirement applies to the other sites as well. In terms of assessment, SACSCOC expects all sites to be included when discussing planning and institutional effectiveness whether it be related to student affairs, business operations, or student learning outcomes. LSU Eunice has the following sites as of this writing:

- A. LSU Eunice,
- B. LSU Alexandria,
- C. Lafayette General Orthopaedic Hospital,

- D. Distance Education 16-week or 8-week semester,
- E. Accelerated 8-week or 4-week semester,
- F. LSU Laboratory School, and
- G. Various Dual Enrollment High Schools in the area.

Outcome data is typically separated by site. As a result, data related to student learning outcomes may have as many as seven columns for just for the site data.

Institutional Effectiveness Elements

Institutional Vision, Mission, and Goals

Planning items held at the institutional level include the vision, mission, institutional goals, and strategic goals mentioned briefly below. Users of the Campus Labs Planning System should understand that they **may not change any of the following in any way.**

- A. Institutional Vision Statement is published by the University in the LSU Eunice Catalog. See Section 3: Institutional Mission at <http://catalog.lsu.edu>.
- B. Institutional Mission Statement is published by the University in the LSU Eunice Catalog. See Section 3: Institutional Mission.
- C. Institutional Goals are published by the University in the LSU Eunice Catalog. See Section 3: Institutional Mission.
 - 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.
- D. Institutional Strategic Planning Goals are published by the University in the LSU Eunice Catalog. See Section 3: Institutional Mission. They are: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to
 - 1. strengthen student access.
 - 2. strengthen student success.
 - 3. expand partnerships.
 - 4. demonstrate a culture of continuous improvement.

Divisional Vision, Mission, Goals, and Objectives

Divisional or Departmental Vision

Vision published by each planning unit. The vision is dependent on the individual unit and may be changed in coordination with the Director of Institutional Effectiveness.

- A. According to the LSU Eunice Planning and Assessment Manual (at: <https://www.lsu.edu/institutional-effectiveness/ie-reports/Planning%20and%20Assessment%20Manual.pdf>), it is a compelling conceptual image of the desired future (p. 5).
- B. Examples:
 1. Developmental Education: The vision of the Office of Developmental Education is to provide a support network that creates a holistic foundation leading to success in college level coursework.
 2. Academic Affairs: 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.
- C. A vision statement for a unit should only be deleted with the coordination from the Director of IE because they are usually cancelled and sit in the system inactive for one year.
- D. The planning system layout for a vision from the Pathways to Success Program follows:

The screenshot shows the 'Edit Plan Item' interface for a vision statement. The interface includes the following elements and callouts:

- Title ***: A text input field containing 'Pathways to Success Vision'. Callout: 'Vision title.'
- Vision**: A text area containing 'Pathways to Success strives to ensure that all students are college ready.'. Callout: 'Vision of the unit.'
- Start ***: A date input field containing '11/01/2019'.
- End ***: A date input field containing '10/31/2020'. Callout: 'Start and end dates are controlled by the planning system. Please do not change.'
- Progress**: A dropdown menu. Callout: 'Progress for vision is usually left blank.'
- Providing Department ***: A dropdown menu with 'Pathways to Success' selected.
- Permissions**: A tabbed interface with 'Permissions', 'Related', and 'History' tabs.
- Assign Responsible Users**: A section for assigning users to the item.
- Item Visibility**: A section for setting visibility, with options:
 - Private: Item is not public
 - Org Level Permissions: Viewable to users at a providing org level or lower
 - All Users: Item is viewable to all users in the system
- Callout Box**: A large callout box pointing to the permissions and visibility settings, stating: 'This area will be discussed in the editing section, but it is generally controlled by the administrator.'

Divisional or Departmental Mission

A mission is published by all major departments and should not be the same as the vision. The mission is dependent on the individual unit and may be changed in coordination with the Director of Institutional Effectiveness.

- A. According to the LSU Eunice Planning and Assessment Manual, A broad, comprehensive statements of the unit's purpose (p. 5).
- B. Examples:

1. The Division of Health Sciences and Business Technology is committed to being an innovative leader in the educational preparations of health care, business, and technology professionals. We are committed to meeting the educational needs of individuals through curricula of quality and excellence.
 2. The mission of the LSU Eunice Associate of Science in Nursing Degree Program is to prepare graduates that are eligible to take the NCLEX licensing exam and upon successful passing, to practice as entry level registered nurses. The program is dedicated to facilitate the student's development in the role of a professional, as a provider of compassionate and competent nursing care, manager of efficient and effective care and as a committed member within the discipline of nursing.
 3. Using the best practices in the field as defined by the National Center for Developmental Education, the Pathways to Success program exists to provide a holistic approach to developmental education so that LSU Eunice may better assist underprepared students in the achievement of their educational and personal goals.
- C. A mission statement for a unit should only be deleted with the coordination from the Director of IE because they are usually cancelled and sit in the system inactive for one year.
- D. The planning system layout for a mission statement from the Pathways to Success Program follows:

AY 2019-2020 / STRATEGIC PLAN

Edit Plan Item

Template: Mission

Title *

Pathways to Success Mission

Mission

Using the best practices in the field as defined by the National Center for Developmental Education, the Pathways to Success program exists to provide a holistic approach to developmental education so that LSU Eunice may better assist underprepared students in the achievement of their educational and personal goals.

Start *

11/01/2019

End *

10/31/2020

Progress

Providing Department *

Pathways to Success

Mission title.

Mission of the unit.

Start and end dates are controlled by the planning system. Please do not change.

Progress for vision is usually left blank.

Permissions

Assign Responsible Users

Item Visibility

Private
Item is not public

Org Level Permissions
Viewable to users at a providing org level or lower

All Users
Item is viewable to all users in the system

This area will be discussed in the editing section, but it is generally controlled by the administrator.

Divisional or Departmental Outcome Assessment Goals

Outcome Assessment Planning Goals are published by all planning units. The goals are dependent on the individual unit and may be changed in coordination with the Director of Institutional Effectiveness.

- A. Typically, the Outcome Assessment Goal a general statement of what is to be achieved. For most academic programs, there is one goal "...to maintain an effective name program". However, nonacademic units may have several goals dealing with such items as retention, enrollment, and graduation.
- B. Examples:
 1. Maintain an effective Diagnostic Medical Sonography Program.

2. Provide students with the information and experience necessary to become competent in critical thinking.
 3. To prepare an annual budget that reflects the mission of the university and supports institutional priorities.
- C. Outcome Assessment Goals should only be deleted with the coordination from the Director of IE because they are usually cancelled and sit in the system inactive for one year.
- D. The planning system layout for a unit goal from Liberal Arts follows:

AY 2019-2020 / ASSESSMENT PLAN

Edit Plan Item

Template: Outcomes Assessment Goal

Goal Number *

4

Goal *

19-20 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors

Start *

11/01/2019

End *

10/31/2020

Progress

Provided By *

Liberal Arts

Budget Information

Delete Read View Done

Goal Number.

Goal (a general statement)

Start and end dates are controlled by the planning system. Please do not change.

Progress for goal is filled in when all objectives are complete.

Budget area must contain a dollar amount if new funds are request; otherwise, it should be marked existing.

Permissions Related History

Assign Responsible Users

Responsible Users

Mahoney, Sandra	Administrator	✕
Gullory, Keisa Renee	Administrator	✕
Greaud, Angela	Administrator	✕

Available Users

Select users from the list below or search for a specific user

Start typing a user's name

+	Ardoin, Brian	Administrator
+	Batiste, Barbara	Administrator
+	Cilano, Joe	Administrator
+	Cormier, Sondra	Administrator
+	Fontenot, Billy	Administrator
+	Fowler, Paul	Administrator

This area will be discussed in the editing section, but it is generally controlled by the administrator.

Divisional or Departmental Outcome Assessment Objectives

Outcome Assessment Planning Objectives are published by all planning units. Objectives are dependent on the individual unit and may be changed in coordination with the Director of Institutional Effectiveness. For associate degree programs, there are three or more objectives (competence, employment, and first-year student retention).¹ For Certificate programs, there are typically two objectives (competence and employment).²

- A. Outcome Assessment Objectives should be measurable, with a time limit, written as a student outcome or implied as a student outcome if possible. Academic planning units should include student learning outcomes (SLOs) where possible. SACSCOC requires all students to be assessed in a similar manner regardless of the method of instruction.
- B. Examples:

¹ Note that some programs, especially for Nursing and Allied Health, use standardized state/national program testing results and clinical results to establish competence.

² Retention is not included for certificates because they are one-year programs.

1. Establish a campus “walk-in” Health Clinic. The new health clinic will provide basic health care services and annual flu vaccinations to students.
 2. Each athletic team (women’s basketball, softball, baseball) will attain an overall 2.8 Team GPA.
 3. Convert Library Room L- 224 to Children's Collection Room.
 4. Pathways to Success students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001) necessary to begin MATH 0002.
- C. Outcome Assessment Objectives should only be deleted with the coordination from the Director of IE because they are usually cancelled and sit in the system inactive for one year.
- D. The planning system layout for the unit plan objectives follow:

Edit Plan Item

Template: Outcomes Assessment Objective

Objective Number *

4.1

Objective number.

Objective *

19-20 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL

Title of the objective with year.

Start *

11/01/2019

Start and end dates are controlled by the system and should not be changed.

End *

10/31/2020

Progress

[Blank]

Permissions | Related | History

Supports (Connected Up)

+ Support

No Connections have been added.

This Item

Supported By (Connected Down)

+ Supported B

No Connections have been added.

This area will be discussed in the editing section, but it is generally controlled by the administrator.

Provided By *

Liberal Arts

Progress is left blank until the objective is completed.

Objective With Intended Outcomes

Plan: Should be measurable, with a time limit, written as a student outcome or implied as a student outcome if possible.

Rich text editor containing: Retain new first-time students declaring majors as Education-undecided (EDUN), Psychology (PSYC), or Sociology (SOCL) from fall to fall within the Liberal Arts Division.

Objective with intended outcomes typically completed a year in advance or before the academic year begins. The objective must be measurable and include "The student will..."

Plan Item Files

There are no attachments.

+ File + Folder

Assessment/Evaluation/Measures/Strategies

Do: Tell how assessment will be done: technique, instrument, task, survey, count, percent

Rich text editor containing: Data will be generated from LSUE's Institutional Research Query Tools Database to determine current retention and the historical benchmark for new first-time students. Please note that the one-year retention calculation runs one year behind so that the assessment may be completed during the June through August time frame as dictated by the LSUE Planning and Evaluation Cycle. In order to generate a historical benchmark, data was averaged over three years (AY 2013-14 to AY 2015-16) with 66 new first-time students entering the as EDUN, PSYC, or SOCL with 33 being retained for a retention rate of 50%. Note that studying the retention of new first-time students is a methodological change from AY 2016-2017. This was necessary because some retention values exceeded 100% after graduates were taken into consideration given changes of majors and transfers.

Assessment methodology typically completed a year in advance or before the academic year begins. Methodology must conform with standard statistical practices. Note on benchmarking: A benchmark (target) is required by SACSCOC. The benchmark must be justified. Note on LSU Eunice Sites: The objective and methodology should apply to all students at all sites and online. Note on sampling: In academics, sampling is typically not used because the technique must conform to standard statistical practices and SACSCOC guidelines. Consult with the Director of IE.

Plan Item Files

There are no attachments.

+ File + Folder

Assessment/Evaluation Results (Progress Report)

Check: Record results after assessment is done analyzed. Did you meet your objective?

Empty rich text editor for progress report.

The progress report section is completed upon the conclusion of the academic year. Note on LSU Eunice Sites: Data from the various sites are usually included in tabular form in this section. Ending Statement: This section must end with a statement similar to: Given that the observed value = ___ > the benchmark = ___, this objective is met.

Plan Item Files

There are no attachments.

+ File + Folder

Improvement Plan/ Changes Made

Act: Tell what you did with assessment results and briefly list what changes and/or improvements will be made.

Empty rich text editor for improvement plan.

The improvement plan section must be completed whether or not the objective is met or not. Note on the use of "Monitor Results" SACSCOC typically wants to know what happens when this statement is used. The use of "monitor results" must be justified (why are results being monitored).

Plan Item Files

There are no attachments.

+ File + Folder

Delete

Read View Done

Academic Affairs General Education Goals

New General Education Goals were published by the University effective fall 2015 – they may not be changed in any way by any dean, director, coordinator, or faculty member. Note that general education courses in mathematics refer to Goal 2 and that Humanities refer to Goal 4. The goals numbers should not be changed on a course syllabus since they refer to specific competencies.

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.

Divisional General Education Objectives

Each division has general education courses that are offered to achieve LSU Eunice's General Education Goals. Each general education course contains General Education Objectives published by the department and have the following characteristics.

- A. Should be measurable, with a time limit, written as a student outcome or implied as a student outcome if possible. Academic planning units should include student learning outcomes (SLOs) where possible. SACSCOC requires all students to be assessed in a similar manner regardless of the method of instruction.
- B. Examples:
 1. Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as measured by the student learning outcomes in MATH 1021.
 2. Pathways to Success students will successfully complete their first general education courses at rates that approximate the averages established by the National Center for Developmental Education for general education social science course as defined by the current LSU Eunice Catalog after the successful completion of UNIV 0008.
 3. Students will be able to: Recognize major events, theories and issues. Recognize major figures and specific movements. Demonstrate their understanding of cultural precedents and grasp of relation to current issues, as well as an ability to analyze historical material in a proper manner in a book review (history).
 4. Upon successfully completion of the curriculum the students will demonstrate appropriate critical thinking skills and application of principles in the field of Fire and Emergency Services.
- C. General Education Objectives should only be deleted with the coordination from the Director of IE because they are usually cancelled and sit in the system inactive for one year.
- D. The planning system layout for the general education objectives is exactly the same as the layout for a general unit objective (see [Divisional or Departmental Outcome Assessment Objectives](#) above).