

Planning and Assessment Manual



Office of

Institutional Research & Effectiveness

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By

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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*

The Outcome Assessment Plan forms used in this represent the forms used through the 2010-2011 academic year. Beginning with the 2011-2012 academic year, Compliance Assist web based platform was instituted. While the forms look slightly different in Compliance Assist, they mirror the forms contained in this document. Questions or suggestions regarding this guide or the planning and assessment process should be directed to the Office of Institutional Research and Effectiveness. Feel free to contact Paul Fowler at pfowler@lsue.edu.

Overview

As a regionally accredited university, Louisiana State University Eunice must 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 those results.

LSU Eunice's Planning Process is based on the assumption that planning and evaluation is an integral part of all university operations and that employees and students will 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.

Planning and Evaluation Process

The LSU Eunice *Planning and Evaluation Model* provides the overall structure for a systematic review of programs and services. 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 reviewed each planning cycle, LSU Eunice establishes institutional goals and strategic priorities that are translated annually into institutional objectives and corresponding divisional and departmental objectives. 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 Vision 2020: State of Louisiana Master Plan for Economic Development. 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 Planning and Evaluation Cycle

During the planning and evaluation cycle, the three vice chancellors 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 objectives, identify links with institutional and other planning goals, list expected outcomes, describe assessment procedures, and indicate budget requirements. Unit assessment forms are used to summarize assessment findings and provide recommendations for improvement based on the findings.

In the current planning and evaluation cycle, the Mission Statement and Strategic Plan is reviewed and revised as necessary in October/November. The institutional goals and objectives for the next year are established and published in October/November. Using the online planning and evaluation system, individual units review and revise goals, objectives and forecasts from January through March and also develop next year's objectives and budget requests. During April, the Budget Review Committee meets to review and prioritize unit budget requests for the upcoming year. Although assessment is ongoing throughout the year, individual units conduct annual performance reviews in June through July. Unit assessments should be completed by the end of August. In September or the beginning of October, the institutional research staff compiles the individual reports into the Annual Summary Report on Institutional Effectiveness. In mid-October, the Administrative Council reviews the outcomes of the previous year's activities and makes appropriate recommendations. The Executive Planning Committee conducts a final review in October or November in preparation for the next planning cycle.

Improvements in Planning and Evaluation

The current *Planning and Evaluation Model* provides for more input and participation than in the past by directly involving campus units in all aspects of the cycle. The updated process adds budget requests to the planning forms to provide the Budget Review Committee with better planning information. Additionally, the model now includes publication of the annual summary report on effectiveness so that the campus at large can follow the progress and see where future efforts should be concentrated.

Annual Assessment Plan

Each Institutional Planning Unit must develop an Annual Assessment Plan documenting the accomplishment of annual goals and objectives that includes the following elements:

- Unit Mission: A broad, comprehensive statements of the unit's purpose.
- Unit Vision: A compelling conceptual image of the desired future.
- Unit Goals: A general statement of what is to be accomplished tied to the mission statement and strategic plan.
- Objectives: Specific, measurable outcome statements for the accomplishment of goals that include student learning outcomes (where appropriate).
- Assessment/Evaluation Strategies: The methods used to accomplish objectives.
- Assessment/Evaluation Results: Statement of progress toward accomplishment of objectives.
- Improvement Plans: Statement of changes made based on assessment/evaluation results.
- Participation: Those involved in plan development and evaluation.

The Annual Assessment Plan does not have to evaluate every goal from the Strategic Plan; however, it must include an assessment of those 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.

To assist in the departmental planning process, the following documents are attached:

- LSU Eunice Mission and Vision Statements
- LSU Eunice Institutional Goals
- LSU Eunice goals and objectives from the 2014-15 through 2018-19 Strategic Plan
- LSU Eunice Planning and Evaluation Model Diagram
- LSU Eunice Planning and Evaluation Cycle Diagram
- LSU Eunice Planning and Assessment Calendar
- Sample mission and vision statements
- Sample wording for goals and objectives
- Characteristics of Effective Programs Checklist

LSU Eunice Mission and Vision Statements

Mission: 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.

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.

**LSU Eunice Strategic Plan
2014-2015 through 2018-2019**

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Decrease fall 14th class day headcount enrollment at LSU Eunice by -17.9% from the baseline level of 3,332 in Fall 2009 to 2,736 by Fall 2,017.

II. Goal: Ensure Quality and Accountability

Objective II.1: n/a

Objective II.2: Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by -2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 48.3% by Fall 2017 (retention of Fall 2016 cohort).

Objective II.3: n/a

Objective II.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 259 in academic year 2016-17. Students may only be counted once per award level.

**LSU Eunice Strategic Plan
2011-2012 through 2015-2016**

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

II. Goal: Ensure Quality and Accountability

Objective II.1: n/a

Objective II.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 54% by Fall 2014 (retention of Fall 2013 cohort).

Objective II.3: n/a

Objective II.4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate for Two-Year institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

Objective II.5: Increase the total number of completers for all applicable

award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 279 in academic year 2013-14. Students may only be counted once per award level.

**LSU Eunice Strategic Plan
(FY 2008-2009 through FY 2012-2013)**

I. Goal: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall 14th class day headcount enrollment by 9.1% from the baseline level of 2,749 in FY 2006-2007 to 3,000 by FY 2012-2013.

Objective I.2: Maintain LSU Eunice's percentage of minorities at a minimum of 26% as part of its total student population.

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase LSU Eunice's percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 2 percentage points from the FY 2005-2006 baseline level of 64% to 66% by FY 2012-2013.

Objective II.2: Increase LSU Eunice's three-year graduation rate by two percentage points over baseline year rate of 6 in FY 2005-2006 to 8 by FY 2012-2013.

**LSU Eunice Strategic Plan
2005-2006 through 2009-2010**

I. Goal: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall 14th class day headcount enrollment by 2% from the baseline level of 3,265 in FY 2003-2004 to 3,330 by FY 2009-2010.

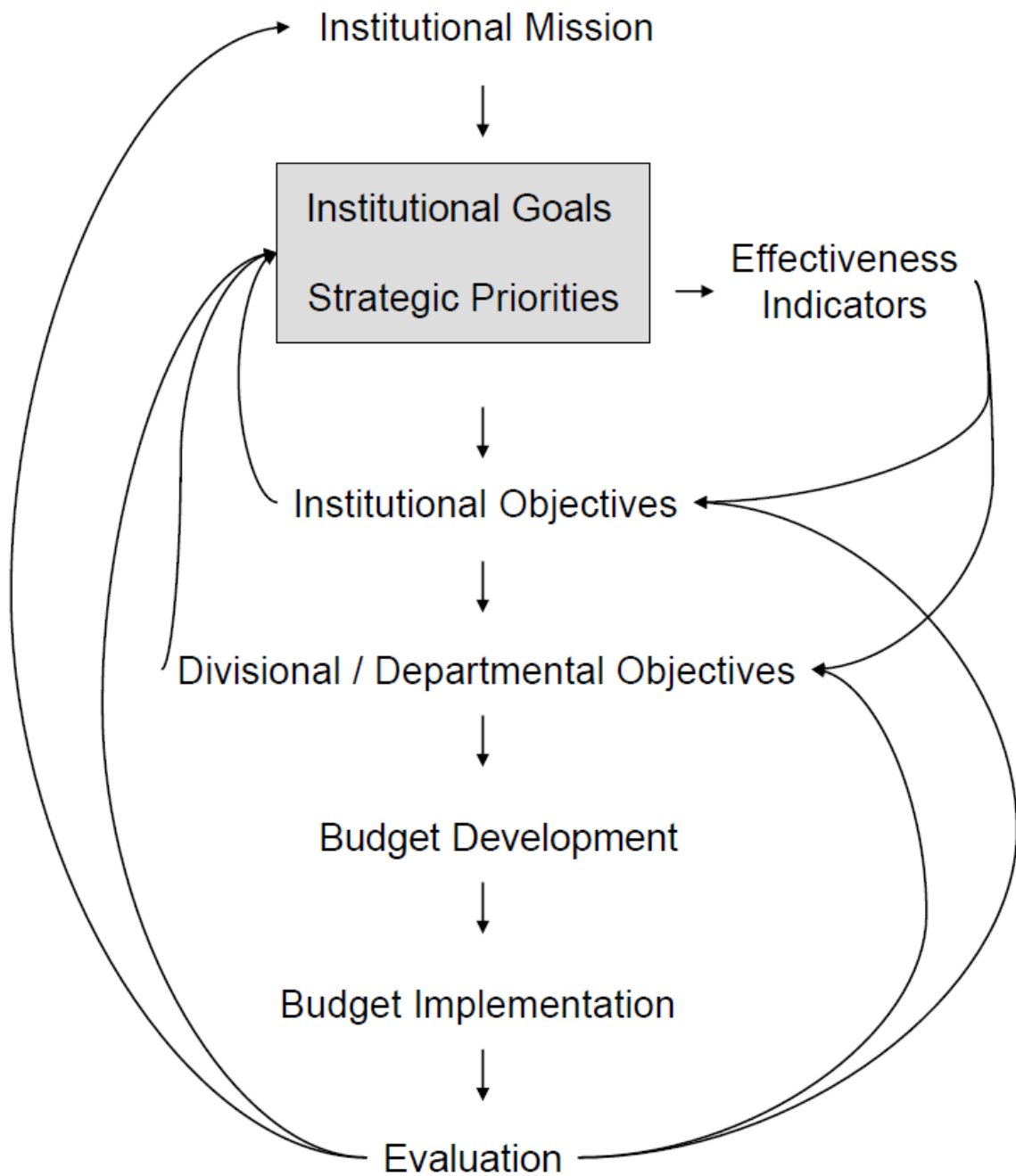
Objective I.2: Maintain LSU Eunice's notable percentage of minorities (26%) as part of its total student population.

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase LSU Eunice's percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 2 percentage points from the FY 2003-2004 baseline level of 62% to 64% by FY 2009-2010.

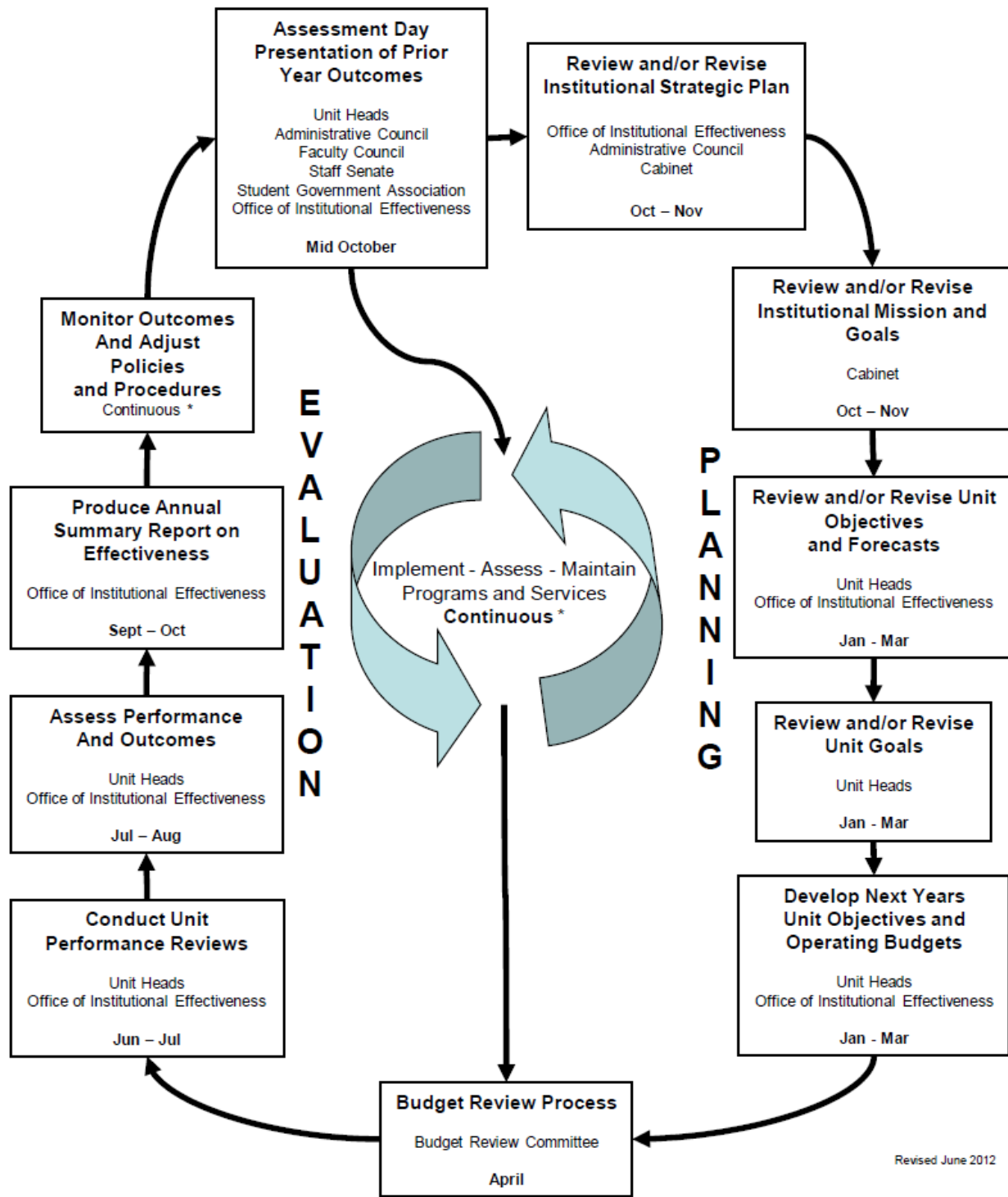
Objective II.2: Increase LSU Eunice's three-year graduation rate by 2 percentage points over baseline year rate of 10 in FY 2003-2004 to 12 by FY 2009-2010.

Louisiana State University Eunice Planning and Evaluation Model



Revised June 2012

Louisiana State University Eunice Planning and Evaluation Cycle



* 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.



Annual Planning and Evaluation Calendar

October - November <input checked="" type="checkbox"/>	Review and/or Revise Institutional Strategic Plan Each year LSU Eunice Planning and Evaluation is based upon the prior year performance and revised as necessary.
October - November <input checked="" type="checkbox"/>	Set Institutional Goals and Objectives for next academic year. Institutional goals and objectives are set and published based upon the LSU Eunice Planning and Evaluation Cycle. Goals and objectives may also be added as a result of other institutional planning projects such as the state mandated performance indicators as found in LaPAS, the Louisiana Performance Accountability System or the LA Grad Act.
January – March	Review and/or Revise Unit Objectives and Forecasts for current year. Many factors contribute to the successes required to reach institutional as well as unit goals and objectives. The LSU Eunice Planning and Evaluation process recognizes this and allows campus units to adjust their objectives and forecasts as needed during the year.
January – March <input checked="" type="checkbox"/>	Set Unit Goals for following academic year. Based upon published institutional goals and each unit's individual mission, goals are set for the upcoming year. Direct and indirect measures are to be included.
January – March <input checked="" type="checkbox"/>	Develop following academic year's Unit Objectives and Operating Budgets Complete and return Planning Forms for each established unit objective. These should be tied to institutional goals and objectives and reflect the individual mission of the unit. Appropriate budget requests should be included as part of the planning forms when the success of the objective is contingent upon appropriate funding.
April <input checked="" type="checkbox"/>	Budget Review Process The budget review committee meets to review and prioritize unit budget requests for the upcoming year. The committee recommendations are used to allocate any additional funds received over those of the previous year.
May <input checked="" type="checkbox"/>	Legislature Approves Executive Budget The Louisiana Executive Budget is normally approved by the legislature before adjournment of their scheduled annual session in May of each year.

Annual Planning and Evaluation Calendar (continued)

June – July	<p>Conduct Unit Performance Reviews While assessment of performance is an ongoing endeavor, planning units should begin to gather and review the data needed to perform their annual review.</p>
July - August	<p>Assess Performance and Outcomes Outcomes Assessment forms are to be completed for each unit objective submitted during the planning cycle. Special consideration should be given to the documentation of activities that fulfilled expected outcomes created as a result of previous year's deficiencies including any direct or indirect measurement. This is often referred to as "Closing the Loop".</p>
September - October	<p>Annual Summary Report on Institutional Effectiveness The Office of Institutional Research and Effectiveness will compile and distribute the Annual Report on Institutional Effectiveness Indicators and Short-Term Goals</p>
September	<p>Final Budget Approved and Received from the State Upon approval of the Governor, the Board of Regents, and the LSU Board of Supervisors; LSU Eunice receives official notification of its budgetary allocation for the year.</p>
Mid October	<p>Assessment Day: Presentation of Prior Year's Outcomes The Administrative Council meets annually in October to review the outcomes of the previous year's activities and make appropriate recommendations regarding the upcoming years cycle.</p>



Denotes planning activities for next academic year.



LOUISIANA STATE UNIVERSITY EUNICE
Outcomes Assessment Plan
(Delete italicized text before submitting.)

ASSESSMENT YEAR: 2012-2013
SUBMITTED BY: *(Division/College/Department Name)*
PARTICIPATION: *(Those involved in plan development.)*

MISSION: *(A broad, comprehensive statement of the organization's purpose.)*

Example 1: campus office

The mission of the Bursar's Office is to provide cashing and student loan services to our customers in an efficient, timely and customer oriented manner. This will be accomplished in accordance with the mission of the University of Wisconsin - Madison, by following regulations of all appropriate governing agencies and by implementing sound financial procedures and controls.

Example 2: Academic Department

The Computer Science Department at Tennessee Technological University provides an undergraduate program in Computer Science grounded in fundamental principles of computing. These include the necessary skills for data structures and algorithmic design, as well as hardware, software and integrated applications design. We prepare our students to apply these principles creatively and responsibly. We also prepare our students to exhibit a high degree of professionalism and a clear understanding of the consequences involved in the violation of ethical and/or legal issues in computer science. We encourage the generation and dissemination of knowledge for the benefit of humankind. Our students are guided and encouraged to apply their knowledge for scientific and technological development.

VISION: *(A compelling conceptual image of the desired future.)*

Example 1: campus office

The Bursar's Office vision is to:

- Continue development, maintenance, and enhancement of automated system processing.*
- Create cost effective and innovative solutions to changes in regulatory requirements.*
- Contribute to the enrichment and advancement of staff members.*
- Continue to evaluate policies and procedures to accomplish our mission in a changing environment.*

Example 2: Academic Department

We will be a leader in computer science education in the State of Tennessee, attracting its motivated students. Our graduates will be prepared to succeed and contribute to society. We will strive to be recognized for our scholarly endeavors, meeting the technological and scientific needs of local industry, government and society. We will provide a high-quality education for our graduates, helping them to learn and pursue lifelong scholarly activities.



LOUISIANA STATE UNIVERSITY EUNICE
Outcomes Assessment Plan
(Delete italicized text before submitting.)

ASSESSMENT YEAR: 2012-2013
SUBMITTED BY: (Division/College/Department Name)
PARTICIPATION: (Those involved in plan development.)

GOAL I: (Description of goal.)
LINKS TO CAMPUS GOALS: (Provide links to related campus goals)
BUDGET INFORMATION: (If this goal has new budgetary requirements, list them here)

OBJECTIVES WITH INTENDED OUTCOMES:	ASSESSMENT/EVALUATION MEASURES/STRATEGIES:	ASSESSMENT/EVALUATION RESULTS(PROGRESS REPORT):	IMPROVEMENT PLAN/ CHANGES MADE:
<i>PLAN:</i> <i>(Should be measurable, with a time limit, written as a student outcome or implied as a student outcome if possible.)</i>	<i>DO:</i> <i>(Tell how assessment will be done: technique, instrument, task, survey, count, percent.)</i>	<i>CHECK:</i> <i>(Record results after assessment is done and analyzed. Did you meet your objective?)</i>	<i>ACT:</i> <i>(Tell what you did with assessment results and briefly list what changes and/or improvements will be made.)</i>
<i>Examples:</i>			
<i>Student Affairs:</i> <i>1. 80% of students will be satisfied with services.</i>	<i>1. Satisfaction surveys, focus groups, suggestion boxes, evaluation forms, documented staff discussions.</i>	<i>1. Successful if 80% or more.</i>	<i>1. Explain what will be done to improve services if unsuccessful, or list any improvements made.</i>
<i>Academic Affairs:</i> <i>2. 95% of completers will pass exit exam.</i>	<i>2. Count and figure percentage after exams are given.</i>	<i>2. Successful if 95% or more.</i>	<i>2. Explain what will be done to improve student learning if unsuccessful, or any improvements to program or taking exam.</i>
<i>Development:</i> <i>3. 10% increase in restricted and endowed scholarship funds.</i>	<i>3. Figure percentage difference from year before.</i>	<i>3. Successful if 10% or more.</i>	<i>3. Explain results and list improvements.</i>
<i>Business Affairs:</i> <i>4. Services and reports will be 100% in compliance with federal, state, and/or LSUE guidelines/policy.</i>	<i>4. Audit reports, departmental reports measuring efficiency, turnaround time, error rates, etc.</i>	<i>4. Successful if 100% or more.</i>	<i>4. Explain what will be done to improve services to achieve 100% compliance if unsuccessful, or list any improvements made.</i>

GOAL II:
LINKS TO CAMPUS GOALS:
BUDGET INFORMATION:

OBJECTIVES WITH INTENDED OUTCOMES:	ASSESSMENT/EVALUATION MEASURES/STRATEGIES:	ASSESSMENT/EVALUATION RESULTS(PROGRESS REPORT):	IMPROVEMENT PLAN/ CHANGES MADE:
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Characteristics of Effective Programs

It is suggested that units use these standards as a means 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 directly related to office/department goals/objectives.
4. Establishes an appropriate internal control structure.

Management of technology that:

1. Insures 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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