

Institutional Mission, Governance, and Effectiveness

INSTITUTIONAL EFFECTIVENESS

16. *The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.*

JUDGMENT OF COMPLIANCE

- Compliance
 Partial Compliance
 Non-compliance

STATEMENT OF RATIONALE FOR JUDGMENT OF COMPLIANCE

Louisiana State University at Eunice has developed clearly defined structures and processes for institutional planning and assessment. The basic organizational structure for planning is displayed in the chart *Planning and Evaluation Model*, while the *Planning and Evaluation Cycle* is a graphical illustration of the chronological dimension of the planning process. Both figures emphasize the interdependencies among planning, assessment, and institutional effectiveness issues. Also emphasized is the central role of outcomes assessment in the planning process.

The planning and evaluation model requires the establishment of desired educational outcomes for each of the University's major programs and services. Subsequently, assessment strategies are devised to determine the extent to which desired outcomes are being achieved. Analysis of assessment data and subsequent planning and evaluation occur on three distinct levels. At the first level, departments and administrative units have the primary responsibility for evaluating their departmental activities and for developing strategies to increase their effectiveness. At the second level, committees or councils exercise oversight and coordination of planning and evaluation for the major administrative divisions of the University, i.e., academic affairs, student affairs, business affairs, and those administrative units falling under the Chancellor's Office. The final responsibility for institutional planning and evaluation resides in the University's Executive Planning Committee. At all stages in the process, the goals, activities, and expected outcomes of each department are evaluated in terms of the overall mission and goals of the campus.

A central feature in the planning and evaluation process is the use of standardized outcomes planning and assessment forms (*Planning and Assessment Manual*). These forms are used by departments and administrative units to establish goals and to develop appropriate strategies to assess the degree to which these goals are being attained. At the conclusion of assessment activities, the same form is used by the departments to summarize assessment findings and to recommend action to improve institutional effectiveness. The completed form is then processed through the review and decision making process described above. Final action is accompanied by resource decisions and institutional adjustments necessary to implement recommendations for change. At this point, the planning cycle begins anew with a departmental/unit review of expected outcomes and assessment techniques. Both will ordinarily require at least minor modifications, especially in

terms of refining programmatic objectives and fine-tuning assessment techniques. The overall design and strategy for planning and assessment is evaluated annually by the Administrative Council.

As illustrated in the *Organization for Planning and Evaluation Chart*, the Executive Planning Committee has linkages with the Administrative Council as well as the Faculty and Staff Senates. These groups, through their committees, participate in all aspects of institutional goal setting and long-range planning. This broad-based planning structure reflects a commitment to participatory decision making as well as a determination to involve all segments of the university community in the planning process.

The following excerpts are summarized from recent outcomes assessment forms to provide evidence that outcomes for educational programs and administrative and educational support services are being achieved and improvements are based on the result of assessment procedures.

Nursing

Example 1

Outcome: 85% of the graduates will pass the NCLEX-RN on their first attempt.

Results: For the May 2001 graduates, the pass rate for first-time takers of the NCLEX-RN was 81.3%.

Recommendations: Review by the nursing program's Program Standards and Evaluation Committee resulted in a recommendation to continue trending pass rates to determine if that particular year was out of the ordinary. At a meeting of the full faculty, a recommendation was approved to appoint two faculty members to work on curricular changes during the summer, including conversion of the program to an associate of science in nursing degree. Plans also called for combining two pharmacology courses into a single three-credit course and making the course a prerequisite before students could apply to the program. The overall goal was to strengthen the educational foundation of students to better prepare them for the NCLEX.

Use of Assessment Findings: Because of limitations on the number of hours specified by the National League for Nursing in a professional nursing program, some of the planned changes could not be implemented, but other modifications were made in the curriculum, including addition of a chemistry course and a medical terminology course. After further study, the faculty decided to add an Introduction to Nursing course as a prerequisite for application to the program and to implement an associate of science degree in nursing curriculum starting with the fall 2004 semester. Preliminary data for the 2003 class indicate that the pass rate has improved. The results of the other changes will continue to be monitored.

Example 2

Outcome: 75% of the students admitted to the nursing program will graduate within two years. 90% of the LPN's entering through advanced standing will graduate within one year.

Results for the May 1999 class: 70.5% of the students admitted to the fall 1997 class completed the program within two years. One hundred percent of the LPN's admitted in the fall of 1998 completed the program within one year.

Recommendations: The nursing program's Program Standards and Evaluation Committee recommended faculty discussion of attrition/retention and how to increase retention and still maintain quality. Faculty should review the length of the program and support courses. Faculty met and made the following recommendations:

1. Support courses: Add Chemistry 1011 and delete the elective; replace Math 1011 with Math 1021; Replace PSYC 2000 with ALLH 1013; Discuss deficiencies in anatomy and physiology with appropriate division head and faculty.
2. Try to identify student stressors, utilizing data from the NET test, encourage UNIV 1000.
3. Include topical outlines in the student orientation manual.
4. At the end of each semester, review expectations for the upcoming semester with students.
5. Encourage utilization of laboratory resources.
6. Begin early discussions with pre-nursing students about working while in the program.

Use of Assessment Findings: After meeting with faculty in other divisions about recommended changes, the following changes were made: Chemistry was required, Math 1011 remained, ALLH 1013 was added as a requirement. Meetings commenced with faculty teaching A&P courses. The other recommendations were implemented. Retention remains a problem. The 2000 retention rate was 61.42%, 2001 was 61.66%. Faculty recommended getting data from other schools. Retention is a problem for most programs. Beginning with the fall of 2003, Introduction to Nursing will be a required pre-requisite. It is hoped that with the introduction of this course, students will become more familiar with the profession prior to accepting a position in the class.

Student Affairs

Example 1

Outome: The safety and well being of students, employees, and visitors to the campus will be protected by campus security personnel.

Results: Crime on campus remained at a low level as reported monthly. All federal/state crime reports were filed on time. However, some students and faculty expressed concern about security at an off-campus location in Opelousas where evening classes were offered. Results of the ACT Student Opinion Survey for 2002 showed LSUE above the national and state averages for security but below in students' assessment of parking: Personal Safety/Security – LSUE, 3.96; State 3.46; National, 3.90. Parking – LSUE, 3.27; State, 3.46; National, 3.40.

Recommendations: Additional security personnel would provide even better protection to the campus and would also allow better coverage at the location of off-campus classes. In addition,

with the construction of student apartments on campus, more personnel will be needed to provide 24 X 7 coverage. Student responses to the parking situation may have been due to disruptions during the spring semester caused by construction. (data for 2001 showed a 3.85 rating, well above state/national averages). However, additional parking will be needed to respond to growing enrollment.

Use of Assessment Findings: To respond to the need for better security at off-campus locations, a fourth security position was added. Subsequently, a fifth position was added to provide 24 X 7 coverage on campus. Additional parking spaces have been added by expanding the Health and Physical Education Building lot and adding a gravel lot near Bengal Stadium.

Example 2

Outcome: Scholarships will be used to recruit high school students who show potential for academic achievement.

Results: A total of 609 scholarships for a value of \$681,275 were awarded in 2001-02, an increase of 72 scholarships (+13%) and \$97,500 in value (+16.7%). LSUE awarded 429 TOPS awards (up 53, 14%). Data released by the state showed for Fall 2001, LSUE had 395 TOPS scholars, 42% of the total in all two year Louisiana colleges. On a per 1000 student basis, LSUE had 145 compared to an average of 21/1000 in all other two year campuses. LSUE students in Fall 2001 with ACT's of 21+ increased 35%.

Recommendations: When additional funds become available, the campus should enhance the value of institutional scholarships. Since scholarships attract top area students, this should enhance the quality of our student profile and assist in attracting their colleagues. The large increase in ACT scores of 21+ in Fall 2001 (35%) was partially due to scholarships.

Use of Assessment Findings: An additional \$10,000 of institutional funds was allocated, raising the value of 20 institutional scholarships from \$1,000 to \$1,500 each.

Library

Example 1

Outcome: Students retrieve and use information through automated catalogs, databases, and the Internet.

Results: The LOUIS electronic catalog system was down many hours during the previous year. In addition, students using the current dumb terminals had difficulty accessing data.

Recommendations: In an effort to improve connect time, promote ease of use, and expand information resources to include Internet access, new intelligent Windows-based terminals should replace the dumb terminals.

Use of Assessment Findings: Windows-based intelligent terminals were installed. System downtime dropped to almost zero. Ninety percent of the students responding to the student satisfaction survey indicated that the automated catalog system was useful.

Note: Additional information on planning and evaluation is found in Educational Programs: Comprehensive Standards 1 and 15 and Federal Mandate 1.

Source	HC	Electronic	URL
LSUE Planning and Evaluation Model	X		http://irdev.lsue.edu:8001/effectiveness.htm
LSUE Planning and Evaluation Cycle	X		http://irdev.lsue.edu:8001/effectiveness.htm
Planning and Assessment Manual <i>Note: The Manual is included in print form with the compliance report. Outcome assessment results for previous years are available in the Office of Academic Affairs.</i>	X		
LSUE Planning and Evaluation Calendar	X		http://irdev.lsue.edu:8001/effectiveness.htm
LSUE Planning and Evaluation Forms	X		http://irdev.lsue.edu:8001/effectiveness.htm
Organization for Planning and Evaluation Chart	X		http://irdev.lsue.edu:8001/effectiveness.htm
Core Requirement 5	X	X	
Educational Programs: Comprehensive Standard 1	X	X	
Educational Programs: Comprehensive Standard 15	X	X	
Federal Mandate 1	X	X	