

### 3.3.1 and 3.3.1.1 Institutional Effectiveness (Educational Programs)

**3.3.1** *The institution identifies expected outcomes, assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results in each of the following areas:*

**3.3.1.1** Educational programs, to include student learning outcomes



Compliance

\_\_\_ Partial Compliance

\_\_\_ Non-Compliance

South Louisiana Community College (SLCC) utilizes the Annual Plan Reports as a reflection of its institutional effectiveness. Institutional effectiveness (IE) is the extent to which SLCC achieves its mission and goals by matching its performance to its purpose through research-based planning and evaluation of processes. The measurement of institutional effectiveness at SLCC is an on-going, institution-wide process of planning and assessment for continuous improvement and for producing evidence that SLCC is effectively achieving its mission, goals, and outcomes.

#### **SLCC's Planning and Evaluation Model**

To demonstrate institutional effectiveness in an observable, measurable, and quantifiable way, SLCC blends strategic planning with unit level planning. SLCC has a five-year strategic planning cycle that sets institutional goals and objectives based on community needs, economic trends, legislative mandates, demographics of the region, and the College's strengths and weaknesses as it relates to mission. Strategic directions derived from institutional goals are defined and indicators of effectiveness are identified for each objective. The strategic planning process requires an assessment of each objective and use of assessment results to improve educational outcomes. A visual representation of the model follows this narrative.

Annually, the College identifies its annual objectives, strategies, performance standards, and evaluation methods. Responsibilities are assigned for each planning unit, which consists of academic departments, student support services units, and administrative support services units. The educational units consist of degree programs having Program Student Learning Outcomes (PSLO) and unit/departmental related outcomes. For the Associate of General Studies program, the departments assess the general education student learning outcomes.

The educational units consist of the following:

#### Programs (including Student Learning Outcomes)

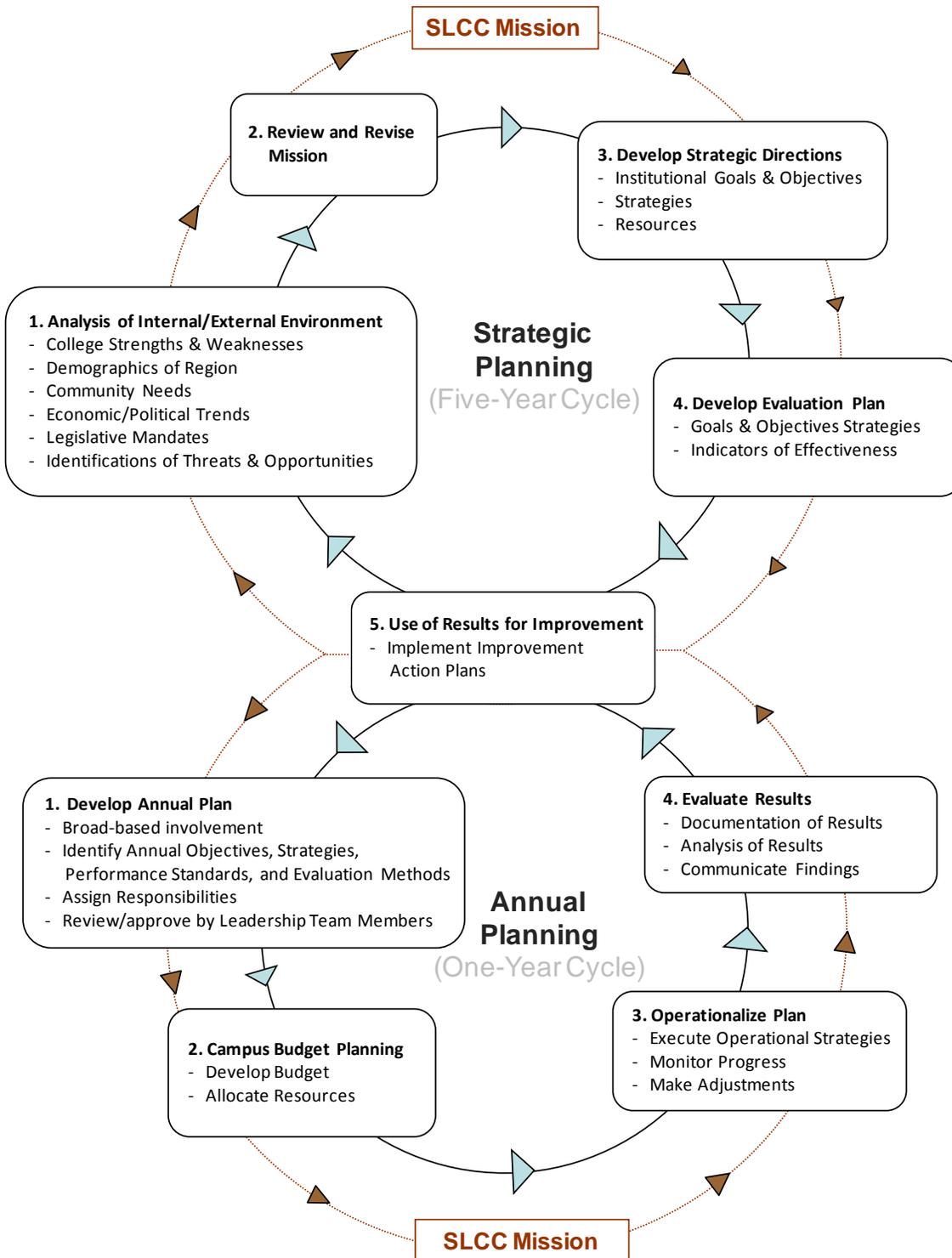
- Care and Development of Young Children (AA)
- Criminal Justice (AS)
- Emergency Medical Technician-Paramedic (AAS)
- General Business (AS)
- Industrial Technology (AS)

- PREK-3/Associate of Science in Teaching (AST)
- Associate of Arts/Louisiana Transfer (AA—LT)
- Associate of Science/Louisiana Transfer (AS—LT)

Departments (General Studies/General Education)

- Arts and Humanities
- English and Reading
- Mathematics
- Microcomputer Information Systems
- Natural Sciences
- Social Sciences

South Louisiana Community College  
**Planning & Evaluation Model**



### Expected Outcomes Including Student Learning Outcomes

SLCC's educational programs identify expected student learning outcomes. The Program Student Learning Outcomes (PSLOs) are published in the Catalog

South Louisiana Community College Program Student Learning Outcomes	
Program	Graduates/Completers will
Care and Development of Young Children	<ol style="list-style-type: none"> <li>1. Formulate educational programming for young children in childcare facilities</li> <li>2. Demonstrate developmentally appropriate practices in the design and delivery of programs for young children in childcare facilities</li> <li>3. Identify appropriate practices in the delivery of childcare/education services</li> <li>4. Manage all aspects of programming for young children and their families, including those appropriate for children with disabilities</li> <li>5. Construct close relationships with children and their families</li> </ol>
Criminal Justice	<ol style="list-style-type: none"> <li>1. Apply critical thinking abilities to modern criminal justice processes and policies</li> <li>2. Articulate the role, function and mission of police in the criminal justice system</li> <li>3. Blend ethical concepts into modern criminal justice practices</li> <li>4. Exhibit an understanding of the impact of policing, courts and corrections on the individual, society and the community</li> </ol>
EMT – P	<ol style="list-style-type: none"> <li>1. Utilize medical technology</li> <li>2. Apply required skills necessary for entry level paramedic</li> <li>3. Perform skills relevant to role as entry level EMT Paramedic</li> <li>4. Employ professional behaviors consistent with expectations for entry level EMT Paramedic</li> </ol>

South Louisiana Community College Program Student Learning Outcomes	
Program	Graduates/Completers will
Industrial Technology	<ol style="list-style-type: none"> <li>1. Apply technology to business and industry</li> <li>2. Function as a team member in business and industry settings</li> <li>3. Design technology solutions to improve performance of industrial processes</li> <li>4. Construct, test and modify devices for manufacturing and industrial uses</li> <li>5. Apply critical thinking and independent decision making</li> </ol>
General Business	<ol style="list-style-type: none"> <li>1. Develop the essential components of a marketing plan</li> <li>2. Understand the concepts of managerial accounting</li> </ol>
General Studies	<ol style="list-style-type: none"> <li>1. Demonstrate competence in written and verbal communication skills, quantitative reasoning and critical thinking</li> <li>2. Be able to use information technology in personal and professional lives</li> <li>3. Grasp the knowledge and skills delivered through the content of concentration area courses</li> <li>4. Acquire the analytical and critical skills needed to connect core knowledge and skills to discipline-specific information at a higher level of study</li> </ol>
PREK-3/AS Teaching	<ol style="list-style-type: none"> <li>1. Create online portfolios through the use of an electronic database</li> <li>2. Use an online course management system to enhance the teaching process</li> <li>3. Compose a personal philosophy of teaching</li> <li>4. Apprise differences in teaching approaches</li> </ol>
Associate of Arts Louisiana Transfer	<ol style="list-style-type: none"> <li>1. Demonstrate analytical and critical thinking skills in written communication</li> <li>2. Display the ability to access, retrieve, and evaluate information from a variety of sources and in a variety of contexts</li> <li>3. Demonstrate an awareness of scientific complexity, social diversity, and artistic variety</li> </ol>
Associate of Science Louisiana Transfer	<ol style="list-style-type: none"> <li>1. Demonstrate competence in written and verbal communication skills, quantitative reasoning and critical thinking</li> <li>2. Acquire the ability to think and reason logically, using the language of mathematics</li> <li>3. Acquire a broad knowledge of the natural sciences in the areas of both biological (life) and physical sciences.</li> </ol>

## Assessing Outcome Achievement

In 2008 training was provided to faculty program coordinators, the Institutional Research Manager, and the Dean of Instruction and Effectiveness regarding assessing student learning outcomes. During this training, the original expected student learning outcomes were revised and dubbed Program Student Learning Outcomes (PSLO). Then faculty program coordinators identified the learning evidence (student artifacts) used to measure attainment of the learning outcomes. Rather than create new assessments, faculty identified assignments that were capstone or comprehensive and therefore usable for program assessment purposes. The following table lists the types of assessments identified by each program, showing that multiple measures of direct and indirect student learning were used:

Sources of Student Learning Artifacts for Assessment									
Program	External Exam <sup>1</sup>	Employer Rating <sup>2</sup>	Capstone Activity	Internship	Oral Presentation	Paper	Comp Exam	Student Portfolio	Skill Observation
Care & Development of Young Children			√	√		√		√	√
Criminal Justice					√	√	√		
EMT-P	√	√							
General Business			√			√	√		
General Studies						√	√		
Industrial Technology			√	√		√			
PREK-3/AST			√			√		√	
AALT						√		√	
ASLT						√	√		

<sup>1</sup>External licensure, registry or certification exam

<sup>2</sup>Employer skill ratings

The assessment artifacts are incorporated into the PSLOs and the Unit Plans which are incorporated into SLCC's Annual Plan. SLCC's annual unit plans are based on the Nichols Institutional Effectiveness Model. The annual unit plans are derived from a review of the previous Annual Plan. To provide clarity and consistency to the unit planning document the template was revised. The planning template (2009-2010) has the following information fields:

- Planning Unit
- Unit Type
- Unit Mission
- Year
- Report Period
- Strategic Annual Plan Link
- Desired Outcomes & Target
- Strategy
- Budget Link
- Assessment Method Instrument
- Results
- Use of Results for Improvement
- Comments
- Completion & Review Information

The annual unit plans are reviewed and approved by leadership team members and the Institutional Effectiveness Committee (IE). The leadership team members for educational programs consist of the Program Coordinator, the Department Chair, the Institutional Research Manager, and the Dean of Instruction and Effectiveness. The IE Committee serves as an advisory body to the Dean. The Committee's membership represents a broad spectrum of the College and is formed from program coordinators, academic department chairs, President of Faculty Senate, President of Student Government Association, Dean of Student Services, Registrar, Financial Aid Manager, ADA Coordinator, a counselor, Institutional Research Manager, and the Information Technology Manager. Part of the approval cycle for PSLOs and Unit Plans includes the budget and allocation of resources. The plans are incorporated into the fiscal year budget and the plan is executed. Progress is monitored and adjustments made throughout the year. There is a mid-year and final review. The results are analyzed. The individual unit planner maintains the unit plan's documentation, which is verified by the Institutional Research Manager.

An example of an assessment conducted for each of the programs is listed below for the most recent completed planning cycle:

#### CARE AND DEVELOPMENT OF YOUNG CHILDREN

Students in the Basic Nutrition for Children course developed project portfolios which focused on the application of nutrition principles in early childhood care settings. This assessment relates to the PSLO: Identify appropriate practices in the delivery of childcare/ education services. The evaluation was based on a rubric designed by the instructional staff with assistance of the Institutional Research Department. Three evaluators rated the portfolios. The results were found to be "satisfactory" which was defined as "Demonstrates appropriate application of principles of nutrition in educational settings."

## CRIMINAL JUSTICE

The Criminal Justice Program Coordinator incorporated the use of field trips, guest speakers, club events and the attendance of local presentations to provide the students with real experiences with the various components of the criminal justice system. The desired outcome was to enable students to evaluate the criminal justice system first hand from experiences not delivered directly from instruction. This outcome relates to PSLO: Apply critical thinking abilities to modern criminal justice processes and policies. The assessment of this outcome was a post-event survey, paper, and/or presentation designed to elicit information learned during the event. In the fall semester there were five events and the spring semester 6 events were conducted. Overall, 176 students participated in these activities. The surveys, papers and presentations on the visits show the depth of communication about these experiences that exceeds the target of 80%.

## EMT-P

The EMT-P targeted improvement of students passing the National Registry. The desired target was to have 80% of the EMT-Paramedic students pass the national licensure test (NREMT Paramedic). This outcome relates to PSLO: Apply required skills necessary for entry level paramedic. Finals from the Advanced Clinical Internship II course were evaluated and instruction modified. Lead instructors were designated for each course. Team teaching methods were deployed to allow one instructor to be the expert in pediatrics, one in cardiac care, one in trauma care, one in acute medical emergencies, and one in pharmacology. Mock licensure exams were used to prepare students for the NREMT Paramedic test. Results were 84% passage rate on students completing in Spring 2010.

## GENERAL BUSINESS

One of the desired outcomes for General Business was to have students maintain a set of business accounting records with a score of 90% in completing record assignments based on the preparation of records for a full accounting cycle. This outcome relates to PSLO: Understand the concepts of managerial accounting. Students in Financial Accounting I courses prepared and submitted records for a complete accounting cycle. Work products submitted by students were evaluated using objective criteria assessing the accuracy or inaccuracy of specific components of the records submitted. The results indicate financial records were generated by 68 students in the Spring 2010 semester. Overall results were 72.1% level of accuracy. An analysis of the results indicated students performed best in the first three areas evaluated and nearly every student fully completed these assignments. Performance declined significantly in three of the last four areas evaluated and there were a large percentage of students that did not fully complete assignments in these areas. The business faculty are realigning the course to spend more time on areas where performance was below 75 percent and allow students more time to complete assignments in the last four areas covered.

### INDUSTRIAL TECHNOLOGY

A desired outcome for Industrial Technology had students apply technology to business and industry. This outcome is PSLO: Apply technology to business and industry. Students in the CADD design class completed projects of CADD designs generated in conjunction with student internship projects. Three evaluators used a rubric to assess the learning outcome. Overall, demonstration of learning outcome evaluated as “satisfactory” to “excellent.” Drawings clearly show student proficiency in application of CADD technology. The technology ranged from simple mechanical designs to more complex diagramming and planning.

### PREK-3/AST

The students in the PREK-3 curriculum and the Associate of Science in Teaching program are expected to demonstrate skill in the use of computer applications used in instruction and educational program management. This outcome relates to PSLO: Create online portfolios through the use of an electronic database. The target indicated 80% of the student portfolios evaluated would be rated as “satisfactory” or “excellent” based on artifacts presented. Students generated portfolios in Pass-Port. Their portfolios were to include artifacts designed to meet National Educational Technology Standards—Teachers (NETS-T) and National Educational Technology Standards—Students (NETS-S) using Microsoft Word, Excel, and PowerPoint. Forty portfolios were evaluated by an outside evaluator. Thirty-four of the forty (85%) were rated as “satisfactory” or “excellent.” Artifacts included in portfolios clearly demonstrated range of skills.

### GENERAL STUDIES

One of the General Studies degree program outcomes requires students to demonstrate critical thinking, application, and synthesis of writing skills. This outcome relates to PSLO: Demonstrate competence in written and verbal communication skills, quantitative reasoning and critical thinking. The target was to assess writing in 10 or more courses involved in writing across the curriculum, 50% of which are in subjects other than English. The target also included 80% of the students sampled rated as demonstrating acceptable writing skills. The strategy used to reach this expected outcome was to select courses to be reviewed and inform instructors at the beginning of the Fall 2009 semester calibrate rubric with the Outcomes Assessment Team (OAT) members and review the papers as a group. The OAT Committee was made of five members: two from Language Studies Department, one from Natural Science Department, one from Social Science Department and one from Liberal Arts Department. In October, the OAT committee reviewed procedures and calibrated grading using the OAT Rubric. In Fall 2009, 178 papers were selected and in Spring 2010, 171 papers were collected. The papers were collected from “around mid-term” comprising 20 different courses only 12 of the courses were Language Studies courses and none of the courses was developmental. All papers were assessed by two different OAT Committee members. Forty-six percent of the papers sampled were rated as demonstrating acceptable writing skills.