**May 13, 2022**

Compiled by Paul Fowler (pfowler@lsue.edu)

This page left blank

# About this Document

This document is compiled each year to demonstrate compliance related to the Southern Association of College and Schools:  Commission on Colleges (SACSCOC) Principles of Accreditation Institutional Effectiveness Standards. It details the annual process of institutional effectiveness (IE), the effort to increasing student learning, and reaffirming the institution's mission through systematic planning. Throughout the document, highlighted text is meant to draw the reader's attention to compliance with specific SACSCOC requirements. The text in many places in Sections IX and X may say "see PDF documents below". This comment refers to attachments that are included as documentation for SACSCOC IE Reviewers. The attached documents do not download with the report for security reasons. SACSCOC Reviewers will use the electronic version of this report that does contain hyperlinks to the documentation.

The document is divided into several sections.

- Sections I through VI follow the IE summary documents (Section VII) as they moved up through administration. This includes Administrative Council (Sections IV and V) and the Chancellor's Cabinet (Sections I through III and Section VI). The Chancellor's Cabinet affirms that LSU Eunice is meeting its mission and strategic goals in Section I after reviewing supplemental information on objectives that were not met (see Section II). This included some additional language on accountability.
- The Summary Planning Forms from each department are contained in section VII.
- The detail for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are contained in Section IX. This allows the reader to trace each department's Assessment Plan Objective to its Assessment Plan Goal, then to the Strategic Goal(s). This section includes all details of the Assessment Plan Objectives and Goals including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan. Note that each objective is shown first, then how it relates to the departmental goal, and finally how each departmental goal is related to each institutional goal.
- Section X details the General Education Outcomes and their acceptance by the General Education Committee affirming that LSU Eunice is meeting the stated General Education Objectives. Also included is a table indicating whether each General Education Objective was met or not. This is followed by details of the departmental objectives and outcomes along with whether each was met or not, with improvement plans and relationships to each General Education Objectives held at the Office of Academic Affairs level.

This data was compiled by Dr. Paul Fowler, Director of Institutional Effectiveness and SACSCOC Accreditation Liaison. Questions may be directed to pfowler@lsue.edu or 337-550-1433.

May 13, 2022

# Table of Contents

# I. Chancellor's Cabinet February 8, 2022 Partial Meeting Minutes

**Chancellor's Cabinet Partial Meeting Minutes**

February 8, 2022

Actual meeting minutes were not available as of May 13, 2022.

Per Institutional Effectiveness Item 2:

> Based on details provided by the Office of Institutional Effectiveness (Summary Reporting Forms, Objectives, Not Met, and Administrative Council Meetings Minutes), does cabinet believe that we are accomplishing our stated strategic goals and mission? (Will need to vote and record in meeting minutes that are part of the IE report).

Cabinet did discuss the item and affirmed that LSU Eunice was accomplishing the mission based on the information presented in the institutional effectiveness documents.

## II. Supplemental Information Provided to Cabinet on Institutional Effectiveness Outcomes that were not Met

**LSUE**

**EUNICE**

Office of Institutional Effectiveness and Accreditation
P.O. Box 1129  Eunice, LA 70535
Phone (337) 550-1433  FAX: (337) 550-1479

Date:           October 28, 2021
To:             Chancellor's Cabinet and Extended Cabinet
From:           Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
Re:             AY 2020-2021 Institutional Effectiveness Objectives not met

In AY 2020-2021, LSU Eunice had 213 measurable general education or assessment plan objectives used to measure effectiveness. The attached document presents a summary of the 38 (17.8%) objectives that were not met along with a partial description of the progress report and the improvement plan sections only. Please note that all objectives must have an improvement plan even if the objective was met. Documentation of improvement is required, especially if the objective was not met.

Please note the following:

1)  In column 1 (Group Name)
    a)  The blue text represents the eight retention objectives that were not met.
    b)  The green text represents the 12 placement/continuing education objectives that were not met.
2)  In column 2 (Objective Number), the number followed by
    a)  * indicates that the objective was not met or was inconclusive for either AY 2018-2019 or AY 2019-2020.
    b)  ** indicates that the objective was not met or was inconclusive for both AY 2018-2019 and AY 2019-2020.
3)  In column 4, the values used to determine if the objective was met or not are underlined.

The purpose of this summary is to inform the Chancellor's Cabinet of the objectives not met and their improvement plans prior to receiving the Institutional Summary Forms for each department at Administrative Council. In addition, this document is to aid Cabinet in affirming that LSU Eunice is fulfilling its mission.

Please contact me if you have any questions.

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Academic Affairs | 1.1* | AA 20-21 Academic Advising-Faculty | A total of 23 (38.98%) of the 59 faculty members completed the April 2021 survey question 4 related to academic advising scoring a 3.5 with one faculty member using N/A. AY 19-20 score was 3.7 with 29 (48.33%) of 60 faculty members responding. Given that the <u>observed score of 3.5 < the established benchmark of 4.0,</u> this objective is not met. | Include all academic advisors (Faculty and Staff) in the survey for AY2021-2022. For AY 2021-2022, staff survey question 34 will be added to this analysis. |
| Academic Affairs | 4.4 | AA 20-21 LaPAS Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students | For AY 2020-2021, this objective will examine the fall 2019 cohort retention to the fall 2020 semester. According to Louisiana Performance Accountability System (LaPAS), LSUE had 671 new first-time degree seeking students in the fall 2019 cohort, retaining 346 (51.6%) of them to the fall 2020 semester. <u>Given that the 51.6% < the 53.9% specified for the fall 2019-fall 2020 retention</u> from the benchmark, this objective is not met. | LSU Eunice performed a S.W.O.T. analysis to identify areas of concern with relation to onboarding and retaining students. LSU Eunice was also awarded a grant from Achieving the Dream to aid in identifying populations of students that are underperforming groups. Finally, LSU Eunice Faculty Senate has established a retention sub-committee. |
| Academic Affairs | 4.5 | AA 20-21 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students | For AY 2020-2021, the most recent retention was fall 2019 to fall 2020. A total of 678 students were enrolled in the cohort for fall 2019 with 348 of them returning to LSU Eunice and 86 transferring to another state institution within Louisiana for a total of 434 retained. As a result, the retention rate is 64.01%. LSU Eunice had the highest retention of any two-year school in the State of Louisiana. Given that the <u>observed value of 64.01% < the historical benchmark of 67.13%</u>, this objective is not met. | Given the influences of CV-19 and two hurricanes during fall 2020, the plan is to monitor the retention. In January 2021, LSU Eunice was selected for participation in Achieving the Dream to strengthen the capacity of LSU Eunice to train students for careers in today's digital economy along with increasing the academic and economic success of low-income students, students of color, and other marginalized populations. |
| Academic Affairs | 5.1* | AA 20-21 Policies and Procedures-Faculty | The April 2021 Faculty Survey had 23 (38.98%) out of 59 eligible faculty members responding. Current ratings compared to questions from spring 2014-2019 are as follows:<br>Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (spring 2021 = 77.3% < mean = 80.3%)<br>Q8 Faculty have a role in curricular development, change, and review. (95.7% > 85.4%)<br>Q11 Employment and evaluation policies are clearly communicated to me. (60.9% < 69.7%)<br>Q38 Promotion and tenure policies are carefully followed. (52.2% < 60.9%) | This objective will be monitored for another academic year to determine if changes in administration of Academic Affairs and the forced remote work situation may have impacted faculty accessibility to policy review materials. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| | | | Given that the overall <u>observed value of 71.5% < the combined historical benchmark of 74.1%</u>, this objective is not met. | |
| Dual enrollment and LSU Eunice Academy | 1.3* | DEAC 20-21 LSUE Academy Fall to Spring Retention | For AY 2020-2021, 93.38% (113 out of 121) of Fall 2020 Academy students returned to the LSUE Academy for the Spring 2021 semester. Since <u>93.4% of students were retained in from Fall 2020 to Spring 2021 < the fall to spring historical retention = 94.8%</u>, this objective was not met. Note: In Spring 2021, many school districts instituted a new policy that did not allow Dual Enrollment students who made a D or F in a core course in Fall 2020 to return to dual enrollment for Spring 2021. | Continue new attendance policy that requires Academy students to verify daily attendance using I-clicker. High school administration will be notified after 3 unexcused absences. Hold a mandatory two-day Boot Camp in the Summer for first time Academy students that will provide academic skills and knowledge. |
| Accounting Technology, Account Clerk (CTS) | 2.2 | ATC 20-21 (CTS) Placement | For AY 2020-2021, one student completed the Accounting Technology program in AY 2019-2020.[1] Given that only <u>one student completed and could not be contacted, the results are inconclusive</u>. | Monitor results until the number of students completing the program increases. |
| Administrative Technology Specialist (CTS) | 3.2 | ATS 20-21 (CTS) Placement | For AY 2020-2021, there was <u>no data to analyze because there were no completers in AY 2019-2020. Results inconclusive</u>. As a result, this objective is delayed. | Monitor for completers. |
| Computer Information Technology | 6.2 | CIT 20-21 (AAS) Placement | For AY 2020-2021, 12 students graduated from the CIT program in AY 2019-2020. The results indicated that 0 were employed in the field while 4 were continuing their education and one could not be contacted. As a result, the total (0+4)/(12-1) = 36.4% removing the one student who could not be contacted. Given that the <u>observed value of 36.4% < the historical benchmark of 57.1%</u>, this objective is not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation. |

---

[1] Common to all placement objectives:  The academic year is summer 2019, fall 2019, and spring 2020.  Phone calls were placed approximately six months after graduation.

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Human Resources Management (CTS) | 4.2 | HRM 20-21 (CTS) Placement | For AY 2020-2021, seven students completed Human Resources Management program in AY 2019-2020. The results indicated that two were employed in the field while none were continuing their education and three could not be contacted. As a result, the total (2+0)/(7-3) = 50% removing the three students who could not be contacted. Given that the observed value of 50% < the historical benchmark of 100%, the results are inconclusive due to the low n. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |
| Management | 7.2 | MGMT 20-21 (AAS) Placement | For AY 2020-2021, 23 students graduated from the Management program in AY 2019-2020. The results indicated that four students were employed in the field while none were continuing their education and ten could not be contacted. As a result, the total (4+0)/(23-10) = 30.8% removing the ten students who could not be contacted. Given that the observed value of 30.8% < the historical benchmark of 72.3%, this objective is not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |
| Medical Billing and Coding (CTS) | 5.2* | MCB 20-21 (CTS) Placement | For AY 2020-2021, 38 students completed the Medical Coding and Billing program in AY 2019-2020. The results indicated that eight students were employed in the field while two were continuing their education and 15 could not be contacted. As a result, the total (8+2)/(38-15) = 43.5% removing the 15 students who could not be contacted. Given that the observed value of 43.5% < the historical benchmark of 56.3%, objective not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |
| Criminal Justice | 1.3* | CJ 20-21 (AS) Placement | For AY 2020-2021, 22 students graduated from the Criminal Justice program in AY 2019-2020. The results indicated that three students were employed in the field while one was continuing their education and eight could not be contacted. As a result, the total ((3+1)/(22-8)) = 28.6% removing the eight students who could not be contacted. Given that the observed value of 28.6% < the historical benchmark of 68.6%, this objective is not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Fire & Emergency Services (AAS) and Fire Service Technology (CTS) | 2.3* | FES/FST 20-21 (AAS/CTS) Employment | For AY 2020-2021, 11 students graduated from the Fire and Emergency Services program in AY 2019-2020. The results indicated that 4 students were employed in the field while 0 were continuing their education. Five of the students could not be contacted.  As a result ((4+0)/(11-5)) = 66.7% removing the five students who were not contacted.  Given that the observed value of 66.7% < the historical benchmark of 89.5%, objective not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |
| AA/LT | 5.1 | AALT 20-21 Professional Competency using Peregrine Academic | For AY 2020-2021, 28 students graduated with the AALT degree in summer 2020, fall 2020, and spring 2021. A total of six (21.4%) students took the exam with all of them taking the assessment in 15 minutes or greater. The students taking the assessment were all from the LSUE face-to-face site.<br><br>LSUE students scored a 50.9% as compared to 51.7% nationally. Two sections of the assessment were benchmarked nationally. LSUE students scored a 61.7% versus 58.9% nationally on the English section. They also scored a 46.7% versus 52.8% in the applied mathematics section. Given that the observed score of 50.9% < the national average of 51.7%, this objective is not met. | In AY 2020-2021 there were two hurricanes in fall 2020, the ongoing CV-19 challenges, and the extreme cold in February 2021 all affected student performance to some degree. Next, there are currently only three data points for each of the nine topics with only two of them being benchmarked against baccalaureate institutions. It is difficult, if not impossible, to determine what type of variability may exist in the scores longitudinally until there are more data points collected over several years. Given these three issues, it was decided to monitor the results into next year. |
| AA/LT | 5.2* | AALT 20-21 Retention | For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020. According to Institutional Research, 54 new first-time students were admitted into the AALT program for fall 2019 according to the 14th day census data. Twenty-one (21 or 38.9%) students were retained to the fall 2020 census data. Given that the observed retention of 38.9% < the 44.6% historical retention, this objective is not met. | LSUE needs to improve the ability to track students who transfer or change major. The leadership of the Division of Liberal Arts is in transition; once a permanent dean is hired for AY 2021-2022, that person will need to review the data in order to develop an improvement plan. |
| AA/LT | 5.3* | AALT 20-21 Placement | For AY 2020-2021, 27 students graduated with the AALT degree in AY 2019-2020. The results indicated that ten students were employed in the field while three were continuing their education and five could not be contacted. As a result, the total (10+3)/(27-5) = 59.1% removing the five students who could not be contacted.  Given that the observed value of 59.1% < | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| | | | the historical benchmark of 83.3%, this objective is not met. | |
| Care and Development of Young Children | 6.2 | CDYC 20-21 (AS) Placement | For AY 2020-2021, five students graduated from the Care and Development of Young Children program in AY 2019-2020. The results indicated that none of the students could be contacted. As a result, the data is inconclusive. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation. |
| Care and Development of Young Children | 6.3 | CDYC 20-21 (AS) Retention | For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020. According to Institutional Research, 11 new first-time students were admitted into the CDYC program for fall 2019 according to the 14th day census data.  Four (4 or 36.4%) students were retained to the fall 2020 census data. Given that the observed retention of 36.4% < the 46.0% historical retention, this objective is not met. | Anecdotal evidence suggests that students regularly select CDYC as a major erroneously, thinking that they are selecting elementary education or early childhood education, and once they discover their error, they change their major. These students are reported as not retained. This issue and the viability of the program will need to be examined by the new dean that is scheduled to be hired for spring 2022. |
| General Studies | 7.3* | AGS 20-21 Placement | For AY 2020-2021, 95 students graduated from the Associate of General Studies program in AY 2019-2020. The results indicated that 14 were employed in the field while 13 were continuing their education and 40 could not be contacted. As a result, the total (14+13)/(95-40) = 49.1% removing the 40 students not contacted.  Given that the observed value of 49.1% < the historical benchmark of 77.8%, this objective is not met. | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |
| Library | 2.1** | LIB 20-21 Increase the Number of Library Visits | For AY 2020-2021, the library's evening hours were reduced by 8 hours a week due to staff shortages and the increase in online/hybrid courses because of COVID-19. The electronic gate counter data shows a total of 31,281 physical patron visits to the library.  This is less than the benchmark of 53,174.  (Note: No data are collected during the months of May and June due to low patron visits during this time).  Since the observed value of 31,281 < the benchmark of 53,174, Objective 2.1 is not met. | The objective was not met due to COVID-19.  In AY 2020-2021, the library had a reduction in hours and staff due to the decrease of students physically coming to campus with many classes continuing to be held virtually. However, we believe that these numbers will increase once our students are back on campus and in face-to-face classes. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Library | 2.2** | LIB 20-21 Increase the Number of Items Circulated | During AY 2020-2021, COVID-19 continued to affect physical visits by the LSU Eunice community, and therefore we experienced another reduction in circulated items. Most classes were offered online or via hybrid formats, and faculty directed students to utilize online resources. Given that the observed value of 314 < the benchmark of 1,105, Objective 2.2 is not met. | Classes are expected to return face-to-face, and students will be attending BI sessions in the library again in AY 2021-2022. For AY 2020-2021, library personnel did continue to collect electronic book data and found that they were accessed 265 times from the eBook collection. This is an increase in usage from the previous year, but we feel strongly it should be higher. |
| Science & Mathematics | 3.1 (formerly 4.1) * | SCI 20-21 College-level mathematics sequence | For AY 2020-2021, the percentage of students who passed on the first attempt the next class in the college-level mathematics sequence was 56.1% (225 out of 401 students). The most successful group was those students who passed MATH 1022 on their first attempt after completing MATH 1021 (n = 49 students) with a 61.2% success rate. The groups that were least successful were those who failed to pass MATH 1425 on their first attempt after taking MATH 1015 or MATH 1021. The success rate from MATH 1015 to MATH 1425 (n = 199 students) was only 53.8% on the first attempt. The success rate from MATH 1021 to MATH 1425 (n = 153 students) was 57.5% after the first attempt. Given that the observed value of 56.1% < the established benchmark of 69.73%, this objective is not met. | AY 2020-2021 was a challenging time period due to the COVID-19 pandemic, two hurricanes, and a deep freeze. The numbers will need to be monitored over AY 2021-2022 to ensure improvement for the following academic year. In addition, a new dean is expected to be hired sometime in fall 2021 the any improvement plan with rest with the faculty and the new dean. |
| Science & Mathematics | 3.2 (formerly 4.2) * | SCI 20-21 BIOL 1001 to BIOL1160 | For AY 2020-2021, a total of 233 students attempted to take BIOL 1160 after passing BIOL 1001 for the first time. Of these students, 107 students passed BIOL 1160 on their first attempt (45.9%). Given that the observed value of 45.9% < the five-year data benchmark of 47.892%, this objective was not met. | AY 2020-2021 was a difficult year for students and faculty due to the COVID-19 pandemic, two hurricanes, and a deep freeze. Given the weather impacts, this objective will be monitored over another year before coming up with an improvement plan. In addition, a new dean is expected to be hired sometime in spring 2022 the any improvement plan with rest with the faculty and the new dean. |
| AS/LT | 1.3* | ASLT 20-21 Placement | For AY 2020-2021, 20 students graduated from the Associate of Science Louisiana Transfer program in AY 2019-2020. The results indicated that two were employed in the field while four were continuing their education and five could not be contacted. As a result, the total (2+4)/(20-5) = 40.0% removing the five students not contacted. Given that the observed value of 40.0% | To obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to complete the day of graduation |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| | | | < the historical benchmark of 84.3%, this objective is not met. | |
| Cafeteria | 1.1** | CAFE 20-21 Food Service-Faculty Satisfaction | For AY 2020-2021, the faculty spring 2021 survey was electronically distributed in the month of April. In all, 23 (38.98%) of the 59 eligible faculty responded to the survey rating question 33 as a 3.6 overall with 13 responding n/a. This is a slight increase from the mean of 3.5 from last year. Given that the observed score of 3.6 < the benchmark of 4.0, objective not met. | Given the extraneous variables including the Governor's mandate that food be prepared when ordered due to CV 19, the recommendation is to monitor into next year. During most of fall 2020, the majority of the food was not prepared ahead of time leading to a wait time of about 10 minutes or more for faculty, staff, and students as food was made to order. |
| Finance | 2.1** | FINA 20-21 Budget Review-Faculty | For AY 2020-2021, 23 (38.98%) faculty members out of 59 eligible faculty responded to the Spring 2021 faculty survey. Question 40 on faculty involvement in the campus-wide budget review process had an overall mean of 2.9. The results for the last three indicate that this question has decreased substantially over the last three spring semesters:  Spring 2018 = 3.8 Spring 2019 = 3.0 Spring 2020 = 3.3 Spring 2021 (current) = 2.9. Given that the observed score of 2.9 < the established benchmark 3.3 from last year (or 4.0 for agree), this objective is not met. | With the budget being at a standstill it is possible department heads may not be discussing needs with individual faculty as they should be causing faculty to feel that they are not part of the review process. To ensure faculty are being given an opportunity to be involved in the review process, department heads and deans will be asked to submit documentation showing that their faculty were given the opportunity to submit their needs and/or requests for their area. |
| Purchasing | 1.1* | PURCH 20-21 Purchasing-Faculty Satisfaction | For AY 2020-2021, 23 (38.98%) out of the 59 eligible faculty completed the faculty survey. Question 41 on the purchasing office had a mean of 3.6 with 7 out of the 23 faculty members choosing N/A. Given that the observed score of 3.6 < the benchmark of 4.0, this objective is not met. | LSU Eunice has not had a dedicated buyer or signature authority for purchasing since 2019 when our Vice Chancellor for Business Affairs retired and the Assistant to the Vice Chancellor for Business Affairs became the Registrar.  These functions were taken over by the LSU Baton Rouge procurement department; therefore, they serve as our purchasing office.  We have tried multiple times to get these designations back for our campus but continue to be unsuccessful. |
| Admissions and Recruitment | 5.1* | ADRE 20-21 Increase Fall to Spring New First-Time Full-Time Student Retention | For AY 2020-2021, according to the Office of Institutional Research, a total of 883 new first-time students were enrolled on census day in fall 2020 with 643 (72.82%) being retained to spring 2021. Given that the observed fall 2020 to spring 2021 = 72.82% < the nine-year benchmark = 79.21%, this objective is not met. | A more intense and concentrated effort on communicating with students via email, text, and phone calls will take place.  In addition, student ambassadors and SGA members will participate in the communication efforts. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Career Services | 1.1 | CARSE 20-21 Career Decision Making | The benchmark was changed following the AY 2019-2020 cycle. For AY 2020-2021, a total of 449 students completed the Kuder assessment. Given that the total of 449 is < the established benchmark target of 548.5, this objective was not met. | Moving forward, all advisors in the Student Success Center who meet with new students to advise and register will inform them about the Kuder career assessment and refer them to the location of the assessment on the LSU Eunice Career Services webpage. |
| Admissions and Recruitment | 2.1* | ADRE 20-21 Increase Unduplicated enrollment headcount | For AY 2020-2021, the unduplicated headcount enrollment for Fall 2021 was 3,023 at census date. Given that the unduplicated headcount for fall 2021 = 3,023 < the established benchmark of 3,232, This objective was not met. | After a review of Objective 2.1 as it is currently published, it does not seem to be appropriate to measure the effectiveness of Admissions and Recruitment for overall increases for unduplicated headcount, considering that continuing students and preparatory students make up a large quantity of that population. Preparatory student enrollment is covered by Dual Enrollment and LSU Eunice Academy Objective 1.1 under Academic Affairs. For AY 2021-2022, Goal 2 will be changed to: "Increase the number of new, transfer, & reentry student unduplicated headcount enrollment." Objective 2.1 will be changed to: "Increase the number of applications completed by new, transfer, & reentry students." Objective 2.2 will be created to focus on increasing the conversion rate of new, transfer, and reentry applicants to registered students at census date. The previous two years* of data will be utilized to establish a baseline measure from which a target can be established for each of these two objectives. |
| Student Activities | 1.4 | RL 20-21 Activities are interactive and allow students to participate | For AY 2020-2021, a total of 20 respondents indicated Agree or Strongly Agree (n = 38), resulting in 52.67%, which is below the target of 73%. Given that the observed value of 52.6% < the benchmark of 73%, this objective is not met. | During the 2020-2021 academic year, campus activities were significantly limited as a result of COVID-19-related event restrictions. As restrictions are lifted and Campus Activities Board and other organizations can return to a more engaging model of campus programming, Student Activities anticipates a positive increase in student engagement with activities in the 2021-2022 year. Additionally, a new Coordinator for Student Life and Campus Activities Board advisor was selected in July 2021, and that staff member has been charged with reinvigorating campus activities this year. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Pathways to Success | 3.2* | PWAY 20-21 Fall to Spring Retention | For AY 2020-2021, this objective will examine new student retention from fall 2019 to spring 2020. According to Institutional Research, 11 new first-time students were admitted into Pathways at LSUA with 6 (54.54%) being retained to the fall 2020 census date; 157 new first-time students were admitted into Pathways at LSUE with 107 (68.15%) being retained to the fall 2020 census date; and 168 new first-time students were admitted into Pathways overall with 113 (67.26%) being retained to the fall 2020 census date. Given that the observed retention of 67.26% < the 76.71% historical retention, this objective is not met. | Intervention response time now averages 2-3 days due to the University approving the reduction of the number of assigned advisees to Student Success Center advisors. Student Success Center advisors now advise students with less than 12 earned hours, making the trained academic coaches (two) more available to respond to faculty submitted interventions. There is a need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded. Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. |
| Pathways to Success | 3.3* | PWAY 20-21 Fall to Fall Retention | For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, 11 new first-time students were admitted into Pathways at LSUA with 4 (36.36%) being retained to the fall 2020 census date. 157 new first-time students were admitted into Pathways at LSUE with 66 (42.04%) being retained to the fall 2020 census date. 168 new first-time students were admitted into Pathways overall with 70 (41.67%) being retained to the fall 2020 census date. Given that the observed retention of 41.67% < the 46.64% historical retention, this objective is not met. | Intervention response time now averages 2-3 days due to the University approving the reduction of the number of assigned advisees to Student Success Center advisors. Student Success Center advisors now advise students with less than 12 earned hours, making the trained academic coaches (two) more available to respond to faculty submitted interventions. There is a need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. |
| Liberal Arts | 3.21 | 20-21 GE-Critical Thinking | For AY 2020-2021, 291 students graduate with an associate degree from LSU Eunice with 115 (39.7%) of them taking the logic/critical thinking section of the general education assessment. The results indicated that the overall score of 46.8% fell below the 52.8% national score. This was reflective of the LSUE face-to-face site and the Ochsner Lafayette General Orthopedic Hospital site. The two students taking the assessment online and at the LSUA face-to-face site exceeded the 52.8%. Given that the observed value of 46.8% < the national score of 52.8%, this objective is not met. | There were several extraneous variables that most likely impacted quite a few of the results for AY 2020-2021 including two hurricanes in fall 2020, ongoing CV-19 challenges, and the extreme cold in February 2021 that affected campus operations. In addition, there are currently only three data points for logic/critical thinking. The recommendation is to monitor into next year. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Science & Mathematics | 2.31 Biological Science | 20-21 Competency in Biology I | For AY 2020-2021, 17 sections were offered with 847 students enrolled with 698 students remaining on the final day of classes. The total number students evaluated as 648 (76.5%) of those enrolled on the census dates.  A total of 149 withdrew.<br>LSUE face-to-face:  Overall x̄ = 77.6% SLO 1: 80.7% SLO 2: 70.2% SLO 3: 82.0% n = 413.<br>Online full-term (16-week):  Overall x̄ = 54.4% SLO 1: 54.0% SLO 2: 54.5% SLO 3: 54.7% n = 172.<br>Online accelerated (8-week):  Overall x̄ = 54.0% SLO 1: 51.7% SLO 2: 54.0% SLO 3: 56.2% n = 63.<br>Overall x̄ = 69.2% (AY 19-20 x̄ = 72.7%) SLO 1:  70.8% (AY 19-20 x̄ = 74.1%) SLO 2: 64.4% (AY 19-20 x̄ = 69.3%) SLO 3: 72.3% (AY 19-20 x̄ = 74.8%) n = 648 (AY 19-20 n = 460).<br><br>Summary: Given the <u>observed score on the direct assessment = 69.2% < the established 70% benchmark</u>, objective not met. | Unlike in AY 2019-2020 and 2018-2019, the data for AY 2020-2021 was collected from all faculty. Therefore, it is difficult to make direct comparisons to AY 2019-2020 because the data from the previous academic year was incomplete. Challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the Fall 2020 semester, and a deep freeze in the Spring 2021 semester. Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan. |
| Science & Mathematics | 2.32 Biological Science | 20-21 Competency in Biology II | For AY 2020-2021, seven sections were offered with 199 students registered on the census days for the fall and spring semesters with 27 withdrawing leaving 172 remaining on the last day of classes.  A total of 169 (84.9%) of the 199 students were directly assessed by multiple choice questions for BIOL 1002.<br>Face-to-Face:  x̄ = 83.4% SLO 1: 91.0% SLO 2: 81.4% SLO 3: 77.9% n = 58<br>Full-Term (16-week) Online:  x̄: 56.9% SLO 1: 54.2% SLO 2: 65.5% SLO 3: 51.0% n = 73<br>Accelerated (8-Week) Online:  x̄ 67.5% SLO 1: 65.8% SLO 2: 66.8% SLO 3: 70.0% n = 38<br>Overall Data:  x̄ 68.4% (AY 2019-2020 mean = 80%) SLO 1: 69.5% (AY 2019-2020 x̄ = 82.1%) SLO 2: 71.2% (AY 2019-2020 x̄ = 86.7%) SLO 3: 64.5% (AY 2019-2020 x̄ = 71.2%) n = 169 (AY 2019-2020 n = 107)<br><br>Given that the <u>observed score on the direct assessment is 68.4% < the established 70%</u> benchmark, this outcome is not met. | Unlike in AY 2019-2020 and 2018-2019, the data for AY 2020-2021 was collected from all faculty whereas in AY 2019-2020 some faculty did not report data. Therefore, it is difficult to make direct comparisons to AY 2019-2020 because the data from the previous academic year was incomplete.  In addition, challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the fall 2020 semester, and a deep freeze in the spring 2021 semester.  Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan. Director of IE's Note:  One recommendation is that the faculty use at least 10 questions per outcome for their actual assessment questions. |

| 1. Group Name | 2. Objective Number | 3. Objective | 4. Assessment/Evaluation Results (Progress Report) | 5. Improvement Plan/ Changes Made |
|---|---|---|---|---|
| Science & Mathematics | 2.33* Physical Science | 20-21 Competency in Physical Science | For AY 2020-2021, all PHSC 1001 had 34 students enrolled in two face-to-face sections at LSUE only with 34 (65.4%) being assessed for student learning. For PHSC 1002, 10 students were enrolled in two face-to-face sections at LSUE only with 8 (80%) being assessed for student learning. Both courses were assessed using the final exams. No course sections were offered at any other site or online.<br><br>PHSC 1001: There were two face-to-face sections offered between the fall and spring semesters. $\bar{x}$ = 53.3% (AY 19-20 = 71.0%, n = 34) SLO A: 54.9% (AY 19-20 = 78.4%) SLO B: 41.9% (AY 19-20 61.7%) SLO C: 63.2% (AY 19-20 73.0%) n = 34.<br><br>PHSC 1002: Two face-to-face sections were offered in the fall and spring semesters with 14 students enrolled. $\bar{x}$ = 62.5% (AY 19-20 = 86.1%, n = 11) SLO A: 57.5% (AY 19-20 = 89.1%) SLO B: 65% (AY 19-20 = 83.6%) SLO C: 65% (AY 19-20 = 85.5%) n = 8.<br><br>The pooled mean for PHSC 1001 and PHSC 1002 is 64.9% (AY 19-20 = 74.0%, n = 42) SLO A: 58.7% SLO B: 66.3% SLO C: 69.8% n = 42. Overall, since the observed score of 64.9% < the benchmark of 70%, this objective was not met. | Numerous challenges were faced in AY 2020-2021. First, students were directly impacted to changes in instruction methods due to the COVID-19 pandemic as well as severe weather brought by two hurricanes and the deep freeze. In addition, changes in personnel from AY 2019-2020 into AY 2020-2021 contributed to inconsistencies in how students were assessed on final exams. Discussions on assessing the learning outcomes will need to be had with faculty teaching these courses. (Interim Dean's Note: I have personally assessed these outcomes in the past and have noted increased scores over the previous academic years. We had a temporary faculty member this academic year that I tried to work with over the fall and spring semesters. He did not respond well to instruction and, as a result, poorly assessed the students. This faculty member is no longer with us. The remaining new faculty member hired is still with us and I do intend to work with both this faculty member and another new hire more closely.) |
| Science & Mathematics | 2.34** Chemistry | 20-21 Competence in Chemistry I | For AY 2020-2021, two face-to-face sections of CHEM 1001 were offered at LSUE only with 74 students enrolled and 69 (93.2%) being assessed for student learning. There were no online sections or sections offered at any other sites. Overall results indicate the students scored: $\bar{x}$ = 65.0% (AY 19-20 = 69.8%) SLO A: 64.6% (AY 19-20 = 71.5%) SLO B: 69.9% (AY 19-20 = 62.8%) SLO C: 60.6% (AY 19-20 = 74.9%) n = 69. Given that the observed score of 65.0% < than the 70% benchmark, this objective was not met. | Challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the fall 2020 semester, and a deep freeze in the spring 2021 semester. Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan. |

### III. Transmittal of Summary Reporting Forms to the Chancellor's Cabinet February 8, 2022

**CABINET AGENDA**
**February 8, 2022**
**10:00 AM A127/zoom**
https://lsue.zoom.us/j/98182105147
Passcode: 855762

- Chancellor
  - Welcome
  - Updates

- Information Technology
  - SIS update

- Academic Affairs
  - Discuss changing "Application Fee" to "Enrollment Fee"

- Human Resources
  - COVID Survey Results

- Institutional Effectiveness and Accreditation
  1. Transmittal of the Administrative Council Meeting Minutes to Cabinet for comments and to accept (attached).
  2. Based on details provided by the Office of Institutional Effectiveness (Summary Reporting Forms, Objectives, Not Met, and Administrative Council Meetings Minutes), does cabinet believe that we are accomplishing our stated strategic goals and mission? (Will need to vote and record in meeting minutes that are part of the IE report).
  3. SACSCOC Reaffirmation On-Site Committee Visit is October 2-5, 2023 required every 10 years.
  4. Will we need to develop a separate budget for the visit?
  5. We have expressed a staff advisory visit from Dr. Crosby ($750 + expenses if in person; $750 only if held virtually) to be scheduled for 1/30-31/23.

- Area Updates

## IV. January 25, 2022 Administrative Council Meeting Minutes

Administrative Council Meeting
Meeting Minutes – January 25, 2022
2:00 p.m. A-126 and Zoom

Dr. Paul Fowler called the meeting to order at 2:00 p.m. The following individuals were present (in-person and via Zoom): Dr. Paul Fowler, Dr. Nancee Sorenson, Katie Tucker, Stephen Heyward, Jeff Willis, Joseph Cilano, Sondra Cormier, Dr. Michael Alleman, Cassie Jobe-Ganucheau, Todd Dozier, Cory Lalonde, Donnie Thibodeaux, Dr. Kyle Smith, Angela Greaud, Michael Broussard, Barbara Batiste, Dotty McDonald, Lacye Hamilton, Dr. John Hamlin, Jacqueline LaChapelle, Amy Greagoff, and Debbie Reaux, Recorder. Absent: Travis Webb, Dr. Brandon Borill, and Carey Lawson.

The Administrative Council Meeting was held for departments to present their institutional effectiveness summary reporting forms for AY 2020-2021. Dr. Fowler noted that the summary reporting forms will be transmitted to the Chancellor's Cabinet if the Administrative Council votes to accept the report. The following summaries were presented:

Athletics – Jeff Willis noted that GPAs were met and said the goals set were being met or being done.

AAEO/Title IX – Katie Tucker said that goals for training were being met and that additional goals for training would be created for coming year. She also noted that there was no way right now to track to see if the Sexual Misconduct Training was done by employees online and this will be one of the new objectives. Chancellor asked how Baton Rouge handled and if we could work with them. Ms. Tucker said she would contact them.

Academic Affairs – Dr. Hamlin said that student surveys showed satisfactions with academic advising but that we can do better. Dr. Fowler noted that a question would be added to the staff survey about academic advising. There is a degree of satisfaction with academic advising; however, faculty rated their satisfaction a 3.7 < 4.0 benchmark indicating that more professional development might be needed. Dr. Hamlin also noted that faculty who do not want to advise would be given other University service to do.

Dual Enrollment – Sondra Cormier said the objective was to increase enrollment and that this objective was met. She will continue to meet with partners and work with LSU and LSUA. Retention goals were not met most likely due to some high schools having instituted policies for students failing a course in their first semester. COVID, hurricanes, social, mental, and physical impacts were also noted. Academy students use the I Clicker for attendance and a two-day boot camp was provided in the summer. Both will be continued.

Grants – Joseph Cilano said that goals for submitting at least three grants benchmarked were met as seven grants were submitted and five were awarded. A total of $1,196,206.50 was awarded including a grant through the Delta Regional Authority of more than $846,000. He noted that all faculty and staff have access to grant training, but a goal was not met as only 18 trained vs. 38 in past. Dr. Hamlin noted that Mr. Cilano is retiring in March, and he thanked him for all tremendous work that has been done.

Health Sciences and Business Technology – Dotty McDonald said that one objective was met to have a 100% pass rate in the third year on the Certified Surgical Technologist Examination. Objectives not met included retention in Fire and Emergency Service. New coordinators for both Fire and Emergency Service and Criminal Justice have been hired and are targeting retention.

Liberal Arts – Dr. Michael Alleman (as former Interim Dean of Liberal Arts) said that the benchmark for student learning outcomes of 70% for transfer courses for General Education Objectives in psychology courses were met in all three courses. The objective for General Education in critical thinking was not met as measurements of our success rate against four-year institutions and not comparable institutions. More "normal" times are needed to meet goals, as COVID was a negative factor. Dr. Fowler said in summary that he had a lot of data for review with good results. Dr. Hamlin questioned if sophomore results were noted. Chancellor commented that results are still incredible as we were being compared to four-year institutions and doing well in what we did. Dr. Fowler will further investigate other exams as Peregrine has been used for several years now.  Mr. Todd Dozier, new Dean for Arts and Sciences, will now be working on goals and objectives.

Library – Cassie Jobe-Ganucheau said that student satisfaction benchmark objectives were met. For an objective not met, she said that the decreased number of visits to the library were blamed on COVID and that it should increase with tutoring and student services offered there. The Chancellor commended the tremendous asset that the library has shown in helping and changing. Dr. Hamlin questioned the goals to be set with tutoring in the library and separating the numbers of those tutored and those advised. Appropriate new objectives will need to be set since lines of authority have now changed.

Sciences – In Dr. Brandon Borill's absence (as former Interim Dean for Sciences and Mathematics), Dr. Fowler said that all general education objectives were met but chemistry and physical science physics were not; likely due to COVID. The plan was to monitor the results for another year taking a conservative approach. Dr. Fowler also noted that data is separated out for dual enrollment sections.

Workforce Development and Continuing Education – Lacye Hamilton did not have a report to share. Ms. Hamilton discussed the report later with Dr. Fowler and provided evidence that she did indeed send the report in November; however, for some reason it did not leave her outbox. The information was included in the summary reporting forms write ups.

Information Technology – Stephen Heyward said that Objective 3.1-8 dealing with a Microsoft Cloud Solution was met and 3.1-11 dealing with new classroom technology was met across campus.  Objective 3. 1-x dealing with migration of the MyCourses/Moodle to a cloud hosting solution was not able to be met due to logistical issues but should be done by end of summer 2022.  Institutional Research goals were met and systems were changed in the summer and more changes will be done.

Achieving the Dream – Dr. Fowler said that the objective to complete tasks assigned were met and that the action plan will be done within the week.

Business Affairs – Amy Greagoff said that Goal 1 was met to provide a more customer friendly atmosphere for faculty and staff. The goal for faculty's involvement with the budget was not met. The Deans are to meet with their faculty to prove that their involvement was addressed. The

Chancellor commented that the budget is more transparent than in the past. Ms. Greagoff has designated budget accounts now instead of just a General Fund budget.

Human Resources – Katie Tucker said that improvements for searching, hiring, and onboarding for faculty and staff were made. All search processes were removed from academic and non-academic divisions and are handled in HR now. Student worker onboarding will be revised to expedite appointments. The Bengal Buddies goal for new hires was not met as only two people volunteered. Sondra Cormier questioned the steps for onboarding adjunct instructors as they have already been cleared with their current employers. Ms. Tucker noted that she will send the instructions and what is required.

Facility Services – Michael Broussard said that all benchmarks were met with higher scores. The improvement plan was successful and all outcomes met. Dr. Fowler noted that dual enrollment sites were above benchmarks also (even though LSU Eunice Facility Services has no responsibility for them. The Chancellor said that she is constantly praised for the looks of campus grounds. Dr. Hamlin commended Mr. Broussard's work with his staff and other employees hired on the excellent work done in the Science Auditorium.

Institutional Effectiveness and Accreditation – Dr. Fowler said that all objectives and goals were met. He provided the following information:

1. 213 measurable objectives in the Anthology Planning System
2. 38 (17.8%) were not met
   a. A total of 8 (21.1%) were retention objectives dealing with LaPAS (fall to fall FTFT Degree Seeking), BoR (fall to fall FTFT Degree Seeking), fall to fall AALT, fall to fall CDYC, fall to spring Academy, Admissions/Recruitment (FTFT fall to spring), Pathways to Success (fall to spring and fall to fall)
   b. A total of 12 (31.6%) were placement with Acct Tech, ATS, CIT, HRM, MGMT, MBC, CJ, FES, AALT, CDYC, AGS, and ASLT
   c. A total of 6 (15.8%) were from Sciences and Mathematics with four being SLO related in BIOL, PHSC, and CHEM
   d. A total of 4 (10.5%) were related to faculty satisfaction (academic advising, policies/procedures, Food Service, and budget review)

Campus Security – Cory Lalonde said the objective to publish the Annual Security and Fire Report was met and will be an ongoing objective every year. Installation of security cameras in the maintenance area were done with plans to install more cameras throughout campus. The objective to hire another full-time police officer was not met and will be removed until such time as the budget can support it.

Public Affairs – Travis Webb was absent, but Dr. Fowler said that all goals were met.

Student Affairs – Dr. Kyle Smith said that the objective for timely conduct case adjudication was met. The student activities' objective was not met due to COVID and other factors. The objective to hire a new coordinator for student activities was accomplished and she is doing a good job. They will work with the Library on other activities. Tutoring objectives are also being worked on for students in the pathways program and the Student Success Center.

University Advancement – Carey Lawson was absent, but group was informed that objectives were met. Campus policy revisions were postponed as revisions were not needed. The Chancellor said that a new donation was secured today.

The Chancellor said that even though all goals and objectives were not met, the work is commendable and on good trajectory throughout campus and the community.

Dr. Fowler asked for a motion to accept the report. Dr. Hamlin made the motion to accept with

Ms. Tucker seconding the motion. All approved and the report will be transmitted to the Chancellor's Cabinet.

The meeting adjourned at 3:18 p.m.

# V. January 25, 2022 Administrative Council Agenda



-----Office of-----
**The Chancellor**

Administrative Council Meeting
Tuesday January 25, 2022
Location Mumphrey Center Room 126 at 2 PM

AGENDA

A. Approval of Minutes of February 23, 2021 (see attached)
B. Chancellor's Comments
C. New Business – Item 1: Short Summary of goals and objectives not met.
   Item 2: Examine the IE goals and objectives from AY 2020-2021 that departments believe are the most important. After being accepted by Administrative Council, the documents are transmitted to the Chancellor's Cabinet for a decision on whether LSU Eunice is meeting its strategic goals based on IE documentation.
   a. Institutional Effectiveness Summaries from AY 2020-2021
      i. AAEEO/Title IX
      ii. Academic Affairs
         1. Dual Enrollment and the LSUE Academy
         2. Federal/State Grants and Contracts
         3. Health Sciences and Business Technology
         4. Liberal Arts
         5. LeDoux Library
         6. Sciences and Mathematics
         7. Workforce Development and Continuing Education
      iii. Achieving the Dream
      iv. Athletics
      v. Business Affairs
      vi. Human Resources
      vii. Facilities Services
      viii. Information Technology
      ix. Institutional Effectiveness and Accreditation
      x. Institutional Research
      xi. LSU Eunice Police and Campus Security
      xii. Public Affairs
      xiii. Student Affairs
      xiv. Student Success Center
      xv. University Advancement / LSUE Foundation
   b. The planning system is ready to enter data for AY 2021-2022
D. Old Business
E. Adjournment

# VI. Transmittal of the Summary Reporting Forms to the Chancellor

**LSUE**

EUNICE

## Louisiana State University at Eunice
Office of Institutional Effectiveness and Accreditation
P.O. Box 1129 ■ Eunice, LA 70535
Phone (337) 550-1433 ■ Fax (337) 550-1479

Date:  November 9, 2021 (revised January 6, 2022)
To:    Dr. Nancee Sorenson, Chancellor
From:  Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
RE:    Transmittal of Institutional Effectiveness Summary Reporting Forms (SRFs) to Administrative Council

Attached as a PDF you will find the Institutional Effectiveness Summary Reporting Forms for AY 2020-2021. I respectfully ask that an Administrative Council meeting be scheduled for Convocation Week in January 2022 so they may be presented and then forwarded to Cabinet. The following Divisions/Departments are included:

1.  AAEEO/Title IX
2.  Academic Affairs
    a.  Dual Enrollment and LSUE Academy
    b.  Federal/State Grants and Contracts
    c.  Health Sciences and Business Technology
    d.  Liberal Arts
    e.  LeDoux Library
    f.  Sciences and Mathematics
    g.  Workforce Development and Continuing Education
3.  Achieving the Dream
4.  Athletics
5.  Business Affairs
6.  Human Resources
7.  Facility Services
8.  Information Technology
9.  Institutional Effectiveness
10. Institutional Research
11. LSU Eunice Police and Campus Security
12. Public Affairs
13. Student Affairs
14. Student Success Center
15. University Advancement / LSUE Foundation

If accepted at Administrative Council, the SRFs will be forwarded to Cabinet for consideration making the statement that we believe we are fulfilling our strategic goals and mission. The action at Cabinet will conclude all administrative actions on the AY 2020-2021 Institutional Effectiveness planning cycle.

Please contact me if you have any questions.
Thank you.

**VII.  AY 2020-2021 Assembled Summary Planning Forms**

# *Assembled Summary Reporting Forms*
# *AY 2020-2021*



## *For the*
## *Administrative Council Meeting*
## *January 25, 2022*

The Office of Institutional Effectiveness and Accreditation
Dr. Paul Fowler, Director

## Planning Unit:   AAEEO/Title IX

Person responsible:    Katherine Tucker Effective 08/01/2021

1. List one or two of your most significant goals/objectives that were met.

Objective 1.1:  Completion and Approval of Annual Affirmative Action Plan

Strategy:  Completion of the annual plan

Progress Report:  The Affirmative Action Plan for data year 2020 was completed, approved, and filed on May 7, 2021; therefore, this objective was met.

Improvement Plan:  LSU Eunice will take the following steps in 2021 in pursuit of reaching the University incumbency goal of 25% or greater of statewide availability in each job group for females and minorities:
- All AA/EEO policies will be reviewed annually to ensure applicability and compliance.
- LSU Eunice has identified problem areas and acknowledges the need to hire more minorities and females into certain job groups.
- The search committee structure will require female and/ or minority representation. The AA/EEO Coordinator will monitor all searches to ensure equitable and fair procedures are being followed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective 1.2:  Annually Provide Training on AA/ EEO Topics to Faculty & Staff.

Strategy:  All employees will complete required training.

Progress Report:  The previous administrator of AA/ EEO considered the following mandated state trainings applicable to AA/ EEO and set forth a goal for compliance: Code of Governmental Ethics and Preventing Sexual Misconduct. Records indicate that the Preventing Sexual Misconduct training was not completed as required by all employees and this office is currently unable to verify compliance with the Code of Governmental Ethics training as access requires a specified training that is only offered at certain times of the year. As a result, this objective is not met.

Improvement Plan:  The goal is to communicate the annual AA report findings to hiring managers to make them aware of the LSU Eunice demographic information and set goals toward employing the most diverse workforce possible. In addition, training materials that bring awareness to discriminatory behaviors will be created and implemented so that such behaviors may be avoided in the hiring process and in the day-to-day interactions.

# Planning Unit:   Academic Affairs

Assessment Year:      2020-2021
Person responsible:   John Hamlin

1. List one or two of your most significant goals/objectives that were met.
Objective 1.2:  Students will express satisfaction with academic advising.

Strategy:  Students will rate their satisfaction with academic advising at or above the national average using the Ruffalo Noel Levitz (RFL) Student Opinion Survey for two-year colleges.  This year's national average was 5.712 (5.0 is somewhat satisfied and 6.0 is satisfied) with a standard deviation 1.550. Note that this is the mean of the means of the data from the five questions.

Progress Report:  LSU Eunice students were generally satisfied with academic advising given that overall LSUE mean of 5.794 > national mean of 5.734. Note that the student satisfaction at the dual enrollment < 50% of a program, both 16-week and 8-week, and students at the hospital sites was greater than the national average with the LSUE face-to-face students falling below the national average. This is somewhat troublesome given that the n = 228 represents the majority of the students enrolled. In addition, LSUE face-to-face students fell below the national averages on all questions (3, 14, 22, and 35), but one (16). Given this, it is worth mentioning that the mean = 5.594 is slightly above the midpoint between "somewhat satisfied" and "satisfied" on the Likert Scale.  Given that the observed mean of 5.794 > the national mean of 5.734, this objective is met.

Improvement Plan:  Despite being met, academic advising has been discussed quite a bit during Enrollment Management and Cabinet Meetings (all passages are highlighted):
- 10-1-19 Cabinet:  Transitioning students with 20 or more credit hours from the Student Success Center to faculty advisors.
- 11-19-19 Cabinet:  Sending out messages to students to try to get them to register for spring 2020.
- 4-28-21 Enrollment Management:  New transfer and reentry communication plans.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Objective:  Faculty will be satisfied with the academic advising process.

Strategy:  Faculty will rate satisfaction with academic advising 4.0 ("agree") or higher on the Faculty Survey given each spring semester. Question number 4 on the survey will be used to assess the outcome: "I have received adequate information to provide appropriate academic advisement to students."

Progress Report:  For AY 2020-2021, the faculty spring survey was sent out in April. A total of 23 (38.98%) of the 59 faculty members completed the survey with all 23-answering question 4 related to academic advising. The question scored a mean of 3.5 with one faculty member using N/A (see attached Advising Faculty Spring 2021 Survey file). AY 2019-2020 score was 3.7 with 29 (48.33%) of the eligible 60 faculty members responding.  Given that the observed score of 3.5 < the established benchmark of 4.0, this objective is not met.

Improvement Plan:  Include all academic advisors, including Faculty and Staff, in the survey for AY2021-2022.  For AY 2021-2022, staff survey question 34 will be added to this analysis.

## Planning Unit:   LSUE Dual Enrollment and Academy

Assessment Year:     2020-2021
Person responsible:   Sondra Cormier

1. List one or two of your most significant goals/objectives that were met.
LSUE Dual Enrollment & Academy Objective 2.1 The LSUE Dual Enrollment Program will increase student enrollment.

Benchmark and Assessment:  Benchmark is fall enrollment = 410 students and student credit hours = 1646

Progress Report: For AY 2020-2021, in Fall 2020, LSUE Dual Enrollment had 560 students enrolled in 3181 credit hours. Given that the observed number of unduplicated Dual Enrollment students for Fall 2020 = 560 > than the benchmark of 410 students and the observed number of credit hours for Fall 2020 3181 > than the benchmark of 1646 credit hours, this objective was met.

Improvement: In AY 2021-2022, LSUE DE will continue to work with partner districts to best utilize funding sources to assist students with tuition payments, continue to implement the online orientation for all new dual enrollment students, and work with LSU and LSUA to develop a system-wide dual enrollment program that will include joint recruitment efforts.
2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
LSUE Academy Objective 1.3 Academy students will be retained from the Fall to Spring Semester.

Benchmark and Assessment:  The methodology will remain the same in that all students (not just first-time students) registered on the 14th day for fall will be used as the original n. The n retained in spring on the 14th day will be used as the number of students retained and a percentage formed. The benchmark for the current year will be generated by calculating the historical fall to spring mean percentage retained. The current value is 94.8%.

Progress Report: For AY 2020-2021, 93.38% (113 out of 121) of Fall 2020 Academy students returned to the LSUE Academy for the Spring 2021 semester. Since 93.4% of students were retained in from Fall 2020 - Spring 2021 < the fall to spring historical retention = 94.8% this objective was not met.

In Spring 2021, many school districts instituted a new policy that did not allow Dual Enrollment students who made a D or F in a core course in Fall 2020 to return to dual enrollment for Spring 2021. In addition, COVID-19 had an impact on AY 2020-2021. Fall 2020 classes had to be taught utilizing a combination of face-to-face meetings and online (Zoom) meetings. This combination instructional format had an impact on students who do not perform well in virtual settings. Fall 2020 was also impacted by two major hurricanes that caused major long-term power outages that impacted students' ability to utilize the Internet to participate in online learning formats. The combination of the social, mental, and physical impacts of COVID-19 and the impacts of the hurricanes caused many students to experience great anxiety and depression that had an impact on students academically.

Improvement: Continue to implement new attendance policy that requires Academy students to verify daily attendance using I-clicker. Students must be on campus to verify attendance. High school administration will be notified after 3 unexcused absences.  Hold a mandatory 2-day Boot Camp in the summer for first time Academy students that will provide academic skills and knowledge.  During the boot camp, sessions will be held covering concepts such as time management, study skills, textbook resources, and background content in introductory subject areas (Math, Science, English).  The Director of Dual Enrollment believes that providing these skills prior to the start of the students first fall semester will increase academic success and thereby increase student retention.

# Planning Unit:   Federal/State Grants and Contracts

Assessment Year:     2020-2021
Person responsible:   Joseph Cilano

1. List one or two of your most significant goals/objectives that were met.

Objective Number 1.2:  Grant Submissions – Grants will be submitted annually to enhance LSU Eunice academic programs.
Benchmark:  Based on history, a minimum of three grants will be submitted.
Progress Report:  For AY 2020-2021, a total of seven (7) grant proposals were submitted as of this reporting, of which five (5) were awarded totaling $1,196,206.50 (updated amount from $349,967.56).  The seven grant applications include: LCTCS Workforce Training Rapid Response RADT Program grant developed by Joseph Cilano, submitted on December 2, 2020 and awarded on December 10, 2020; Carl D. Perkins Basic Local Application Plan grant developed by Joseph Cilano, submitted on June 17, 2020 and awarded August 26, 2020; Perkins Carryover grant application was submitted by Joseph Cilano on February 9, 2021 and awarded April 13, 2021; the American Association of Community Colleges Equity Transfer Initiative (ETI) grant application was submitted on December 12, 2020 by Dr. John Hamlin and Joseph Cilano – LSUE was advised on January 22, 2021 that it was not awarded this grant; the Achieving the Dream Building Resiliency in Rural  Communities grant application developed by Dr. Jessica Jones was submitted on December 10, 2020. This grant was awarded. The Louisiana Department of Education Jump Start JAG grant application developed by Lacye Hamilton was submitted March 5, 2021 and approved April 20, 2021.  Finally, the U.S. Department of Labor – Delta Regional Authority grant application in the amount of $846,239.00 was submitted on July 21, 2021 – Notice of Award issued September 27, 2021. Given that seven (7) grants were submitted > the benchmark of 3 grants based on history, this objective is met.
Improvement Plan:  The Director of Grants will continue to advise faculty and staff of grant opportunities through various means (email, one-on-one meetings, and presentations) and how project awards can benefit their respective programs.  Zoom presentation recording will allow for future reference if people are unable to attend in-person workshop.

Objective 1.1: Faculty and staff members will have access to grant development training.

Benchmark:  For Academic Year 2020-2021, this objective will be met if the previous benchmark (reaching thirty-eight (38) faculty and staff members) is met or exceeded.  Information about potential grant sources was provided to 100% faculty members.

Progress Report:  Only one in-person training was provided due to the on-going pandemic. Louisiana Board of Regents opportunity announcements were provided to 100% faculty members via email. Objective met.

Improvement Plan:  Develop a four-segment recorded grant training program where interested persons can watch anytime on LSUE's Microsoft Office 365 Stream.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All objectives were met.

## Planning Unit:   Health Sciences, and Business Technology

Assessment Year:    2020-2021
Person responsible:   Dottie McDonald

1. List one or two of your most significant goals/objectives that were met.
Surgical Technology Objective 11.1:  Surgical Technology students will demonstrate competency as entry level technologists by successfully passing the Certified Surgical Technologist Examination (CST Exam). The program outcomes defined by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) are: Upon the conclusion of the Surgical Technology Program students will demonstrate competency in  1) Periopertive Care, 2) Ancillary Duties, and 3) Basic Sciences as defined by the CST Exam.

Methodology and Benchmark:  Students may take the CST Exam upon the completion of the Surgical Technology coursework; however, it is not required by the state of Louisiana.  However, the NBSTSA CST exam is an accreditation required outcomes assessment exam.  The Surgical Technology faculty have implemented a benchmark of 70% pass rate and 100% participation rate.

Progress Report:  For the AY 2020 – 2021, The class of 2021 sat for the NBSTSA exam in August 2021. 12 students took the exam and all 12 students passed the exam on the first attempt. Given the observed value of 100% > the established benchmark of 70%, this objective is met.

Improvement Plan:  Even though this objective was met, the program will continue to implement similar protocols as in the past to ensure that this goal is met.  KaHoot is an app based quizzing platform that the program uses for required and non-required assignments.  Students also have the use of this app 24) practice exam hours a day.  The program also administers at least seven (7) with 150+ questions on each exam and holds debriefing and remediation as necessary.  In addition, the students have an AST CST exam review book with a CD to use as a study tool.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Fire and Emergency Services Objective 2.2 Retention: Maintain fall to fall retention of new first-time students declaring their chosen major as Associate of Applied Science in Fire and Emergency Services (FES).

Methodology and Benchmark:  Data was generated from LSUE's Office of Institutional Research to determine retention and the historical benchmark for new first-time students. The one-year retention calculation run 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 from AY 1314 – 1415 to AY 1819-1920 with 74 new first-time students entering the AAS in FES and 45 being retained for one year yielding a retention rate of 60.81%. As a result, a retention benchmark of 60.81% is set given historical data

Progress Report:  For AY 2020 – 2021, this objective examined new student retention from fall 2019 to fall 2020.  According to Institutional Research, five new first-time students were admitted to the FES program for tall 2019 according to the 14th day census data.  Three (3 or 60%) students were retained to the fall 2020 census data.  Given that the observed retention of 60.00% ~ 60.81% historical retention, this objective is partially met given the low n.

Improvement Plan:  Hire a program coordinator with appropriate credentials and experience in Fire and Emergency Services to meet program and student needs.  Assess and update AAS FES curriculum to follow the National Fire and Emergency Services Higher Education (FESHE) model. The updated curriculum will follow FEHSE scope, content, and student learning outcomes.  More extensive student recruitment throughout the state.

# Planning Unit:   Liberal Arts

Assessment Year:     2020-2021
Person responsible:   Michael Alleman (Interim Dean)

1.   List one or two of your most significant goals/objectives that were met.
General Education Objective 3.51 (GE-Psychology):  Students will successfully complete their general education coursework developing competencies in cultural understanding using psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060).

Methodology and Benchmark:  All students in the course sections will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members (i.e. no sampling).  The established benchmark is 70% which is the lowest acceptable grade to transfer the course(s) to a four-year institution.

Progress Report:  Given that
  • the observed score for PSYC 2000 = 86% (n = 298) > the established 70% benchmark
  • the observed score for PSYC 2060 = 83% (n = 45) > the established 70% benchmark
  • the observed score for PSYC 2070 = 90% (n = 487) > the established 70% benchmark
this objective is met.

Selected Improvement:
**LSUE Face-to-Face:**  (PSYC 2060 fall 2020) modify presentation; increase use of online resources, and increase use of interactive forums.
**16-Week Online:**  (PSYC 2000 spring 2021) more interaction with students...administration is trying to lower section sizes (note that this section had 35 students enrolled).
**Dual Enrollment < 50% of a Program:**  (PSYC 2000 spring 2021) include research activities and further hybridization of the course.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
General Education Objective 3.21 (GE-Critical Thinking):  Students will successfully complete their general education coursework developing competencies in critical thinking.

Methodology and Benchmark:  Effective AY 2018-2019, the Peregrine General Education (GE) Examination was given to students as they graduate.  All students except Management students are required to take a section labeled "Logic/Critical Thinking" section that includes questions on foundational theory and verbal reasoning.  Peregrine reports no national comparison for two-year institutions of higher education; however, a score of 52.8% is reported for a comparison to four-year institutions. LSU Eunice is unsure if it appropriate to compare LSU Eunice to baccalaureate institutions.  LSU Eunice students will approximate the 52.8% average obtained by four-year students.  The word "approximate" is used because LSU Eunice is giving the third iteration of the assessment during AY 2020-2021.

Progress Report:  The results indicated that the overall score of 46.8% fell below the 52.8% national score.  While students did not meet the 52.8% benchmark, there has been a degree of improvement from 40.0% since the assessment was first given in spring 2019 to 46.8% in AY 2020-2021 as the current value exceeds the mean of 44.5% for the time period. Given that the observed value of 46.8% < the national score of 52.8%, this objective is not met.

Improvement:  The best course of action may be to monitor into next year and hope that AY 2021-2022 will be a little more "normal" than was AY 2020-2021.  We should also motivate the students to approach the exam with some sense of seriousness.

## Planning Unit:   LeDoux Library

Assessment Year:    2020-2021
Person responsible:   Cassie Jobe-Ganucheau

1. List one or two of your most significant goals/objectives that were met.

**Objective 1.3:** Student Satisfaction with the Library
**Benchmark and Strategy:** There are two questions on the survey related to student satisfaction:
    #6. Library resources and services are adequate
    #43. The library staff is helpful and approachable
Question 6 has a national benchmark while 43 does not (since it is local or campus question).  Since both questions relate to the Library, the national benchmark will be used averaged (simple mean) over the last three years. Spring 2018 was 5.96; spring 2019 was 5.99; and spring 2020 was 6.07.  The mean is 6.00.
**Progress Report:** For AY 2020-2021, a total of 361 (13.3%) of the 2,711 students enrolled in spring took the Noel-Levitz Student Satisfaction Survey.  The overall score from all sites was 6.38.  Given that the observed overall mean = 6.38 > the historical benchmark of 6.00 for #43 and the 6.09 for #6, this objective is met.
**Improvement:**  The library staff will improve its availability of resources and programs to assist students with course learning objectives.  Library staff will continue to work with the Louisiana Library Network (LOUIS) to offer more free digital course books, continue to provide faculty with Open Educational Resources (OER) conversions, and investigate replacing the physical video collection with a streaming service as a supplement to course materials.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

**Objective 2.1:** Increase the Number of Library Visits
**Benchmark and Strategy:** This objective will assess library traffic based on the library's electronic gate counter.  The benchmark is an increase from the average of historical data from the previous 4 years: 53,174.
**Progress Report:** For AY 2020-2021, the library's evening hours were reduced by 8 hours a week due to staff shortages and the increase in online/hybrid courses because of COVID-19.  The electronic gate counter data shows a total of 31,281 physical patron visits to the library.  This is less than the benchmark of 53,174.  Since the observed value of 31,281 < the benchmark of 53,174, Objective 2.1 is not met.
**Improvement**:  The objective was not met due to COVID-19.  In AY 2020-2021, the library had a reduction in hours and staff due to the decrease of students physically coming to campus with many classes continuing to be held virtually.

It wasn't anticipated that COVID-19 would continue into the following year. However, we believe that these numbers will increase once our students are back on campus and in face-to-face classes.  We will continue to promote the library at orientations, during bibliographic sessions, and by hosting library programs and events.

# Planning Unit:   Sciences and Mathematics

Assessment Year:    2020-2021
Person responsible:   Brandon Borill

1. List one or two of your most significant goals/objectives that were met.
Competency in Mathematics - Plane Trigonometry (MATH 1022):  General Education Objective Number: 2.24

Objective:  Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula using the SLOs in MATH 1022 (Plane Trigonometry). The 2020-2021 syllabus for MATH 1022 contains the following student learning outcomes. The student, upon successful completion of this course will:
  A. Evaluate trigonometric functions and manipulate their graphs.
  B. Solve trigonometric equations and applications.

Strategies: Direct internal assessment of student learning will take place using standardized multiple-choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), regardless of mode of delivery, will be assessed (i.e., no sampling). The benchmark was established at 70%, which is the lowest average grade that transfers to other institutions.

Progress Report:  For AY 2020-2021, there were 125 students enrolled in six sections of MATH 1022 on the census dates for fall 2020 and spring 2021 with 99 (79.2%) of them being assessed for student learning on the final exam. The overall score and each outcome were 76%. Given that the observed score of 76% > the established benchmark of 70%, this outcome is met.

Improvement Plan:  There was a slight decrease in the SLO results but that could be a result of COVID-19, two major hurricanes, and freezes that caused campus to close. The results will be monitored for AY 2021-2022 since the observed scores were still above the established benchmark.


2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.
Competence in Chemistry:  General Education Objective Number: 2.34 Chemistry I

Objective:  Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum. This objective will be measured by the student learning outcomes in CHEM 1001: Chemistry I. According to the CHEM 1001 syllabus file below, the student learning outcomes are the student will:
  A. Comprehend the trends observed in the periodic table (periodic trends).
  B. Demonstrate the ability to write and balance chemical reactions.
  C. Compute the gas laws.

Strategy:  The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the chemistry faculty on the comprehensive final exam. The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Progress Report:  For AY 2020-2021, two face-to-face sections of CHEM 1001 were offered at LSUE only with 74 students enrolled and 69 (93.2%) being assessed for student learning. Given that the observed mean of 65.0% (SLO A = 65%; SLO B = 63%, SLO C = 61% < the 70% benchmark, objective not met.

Improvement Plan:  Because of all the challenges faced in AY 2020-2021 (see above), the situation will be monitored in AY 2021-2022.

## **Planning Unit:   Workforce Innovation and Continuing Education**

Assessment Year:      2020-2021
Person responsible:   Lacye Hamilton

Updated added January 29, 2022.

1. List one or two of your most significant goals/objectives that were met.

Objective 2.2:  Clients will recommend Continuing Education courses or programs to others.

Benchmark and Strategy:  Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation below. The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

Progress Report: for AY 2020-2021:  In all, events were held from July 1, 2020 through June 30, 2021 with 91 participants.  Of those 91, 84 returned their surveys (92.3%).  The survey resulted in 83 (98.81%) of the 84 responding students either strongly agreed or agreed that the course is worthwhile investment of time and money.

Given that the observed value of 94.05% > the established benchmark of 90%, this objective was met.

Improvement: Office of Continuing Education is planning to offer more classes in an online version to increase participation. Office of Continuing Education personnel will also meet with community leaders to re-visit workforce needs due to the displacement of workers.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All objectives were met.

## Planning Unit:   Achieving the Dream

Assessment Year:     2020-2021
Person responsible:   (Completed by Paul Fowler)


1. List one or two of your most significant goals/objectives that were met.

Objective 1.1:  Achieving the Dream (ATD) had one objective during AY 2020-2021.  The Core Team will complete year one Achieving the Dream tasks per their schedule.

Strategy:  The strategies include the following:
- applying for grant
- being awarded
- signing any contracts or scope of work for Achieving the Dream
- signing the scope of work for the Postsecondary Data Partnership
- completing the ATD Kickoff Template (on 2-24-21)
- completing the PDP data matrix.
- determine the top 10 courses new first-time students register for and begin to collect data on the proportion of success based on gender, ethnicity, and socioeconomic standing using whether the student received and Pell Grant or not.

Progress Report:  The above tasks were completed according to the Achieving the Dream schedule. Each item was documented in the planning system.

Improvement:  As year two begins, some of the tasks will include:
- Integrate disaggregation data into the most taken general education courses
- Announce ATD at Convocation
- Hold sense-making session at Convocation
- Facilitate the completion of the Institutional Capacity Assessment Tool (ICAT) Survey
- Facilitate the Capacity Cafes for the ICAT
- Develop an action plan based on the ICAT results


2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

## Planning Unit:   Athletics

Assessment Year:     2020-2021
Person responsible:   Jeff Willis


1. List one or two of your most significant goals/objectives that were met.

Goal 1:  To support academic achievement and progress of student athletes.

Objective 1.1 Student Learning and GPA:  LSUE athletic teams will attain a 2.50 benchmark GPA established by the Athletic Director based on historical information.

Strategy:  NJCAA requires a minimum of a 2.0 GPA for athletic eligibility.  LSU Eunice athletes typically perform at a higher level based on historical data with a 2.50 GPA benchmark being set by the Athletic Director.  Student data will be generated through Institutional Research and Registrar's Office.

Progress Report:  The overall GPA of the Athletic Department was 2.98.  Women's Basketball achieved a 2.67 GPA, Men's Basketball achieved a 2.26 GPA, Women's Softball achieved a 3.28 GPA, Men's Baseball achieved a 3.26 GPA, Women's Soccer achieved a 3.18 GPA, and Men's Soccer achieved a 2.86 GPA.  The Men's Basketball Team performed below the benchmark.  The Women's Softball, Men's Baseball, and Women's Soccer teams achieved the National Junior College Association (NJCAA) Academic Team of the Year Award. Since the overall observed value of 2.98 > the benchmark of 2.50, Objective 1.1 was met with the Men's Basketball team performing below the benchmark.

Improvement Plan:  A focus of Tutoring and Study Halls will continue.


Goal 2:  To be successful on the field of play

Objective 2.1:  Maintain a winning percentage

Strategy:  Simple frequency count. LSU Eunice athletic teams will achieve a winning percentage of 60% established by the Athletic Director based on historical information.

Progress Report:  Women's Basketball finished with an 18-4 record and an 81.8% winning percentage while winning the Conference Championship.  Men's Basketball finished with a 12-1 record and a 92.3% winning percentage while winning the Conference Championship.  Women's Softball finished with a 34-22 record and a 60.7% winning percentage.  Men's Baseball finished with a 51-7 record and an 87.9% winning percentage while winning the program's seventh National Championship.  Women's Soccer finished with a 5-5-2 record and a 50% winning percentage.  Men's Soccer finished with a 10-5-1 record and a 65.6% winning percentage while qualifying for the program's first National Tournament Appearance. The overall record of the Athletic Department was 130-44-3 for a 74.3% winning percentage.

Since the observed 74.3% > the benchmark of 60%, Objective 2.1 was met with the Women's Soccer team performing below the benchmark.

Improvement Plan:  Continue to monitor winning percentage.


2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Both Objectives met.

## Planning Unit:   Business Affairs

Assessment Year:     2020-2021
Person responsible:   Amy Greagoff

1. List one or two of your most significant goals/objectives that were met.

Goal 1: Business Affairs seeks to provide a customer friendly atmosphere.

Objective 1.1: Faculty will rate their satisfaction with Business Affairs as helpful.  Tentative benchmark is agreeable (4.0) or higher as this is the first year for this objective. For AY 2020-2021, 23 (38.98%) of the eligible 59 faculty members responded to the spring 2021 faculty survey with a mean of 4.4 with two faculty members choosing N/A. Given that the observed mean of 4.4 > the tentative benchmark = 4.0, this objective is met.

Objective 1.2: Staff will rate their satisfaction with Business Affairs as helpful. Tentative benchmark is agreeable (4.0) or higher as this is the first year for this objective. For AY 2020-2021, 47 (47%) of the 100 staff members responded to the Staff Spring 2021 Survey. Question 35 asking if Business Affairs was helpful had a mean of 4.5 with one staff member choosing N/A. Given that the observed mean of 4.5 > the tentative benchmark of 4.0, this objective is met.

Improvement Plan for both 1.1 and 1.2:  Monitor into next year as these two objectives are new.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Goal 1: To plan a budget to meet the needs of the departments based on their goals and objectives.

Objective 1: Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.  Based on last year's results, benchmark is agreeable (3.3) or higher. For AY 2020-2021, 23 (38.98%) faculty members out of 59 eligible faculty responded to the Spring 2021 faculty survey with an overall mean of 2.9. Given that the observed score of 2.9 < the established benchmark 3.3 from last year (or 4.0 for agree), this objective is not met.

Improvement Plan:  Department heads and deans are sent the budget request memo and instructed to get with their faculty to determine the needs and to submit their budget request. One of the possible reasons faculty may not be satisfied with their involvement in the budget review process could be that because of budget constraints we have had a stand still budget for the last several years. With the budget being at a standstill it is possible department heads may not be discussing needs with individual faculty as they should be causing faculty to feel that they are not part of the review process.

In an effort to ensure faculty are being given an opportunity to be involved in the review process, department heads and deans will be asked to submit documentation showing that their faculty were given the opportunity to submit their needs and/or requests for their area.

## Planning Unit:  Human Resources

Assessment Year:    AY 2020-2021
Person responsible:   Katherine Tucker

1. List one or two of your most significant goals/objectives that were met.

Objective 1.1: Search, Hire, Onboarding Process

Strategy and Progress Report:  At the beginning of the calendar year, HRM set out to improve the employee search and hire process at LSUE to increase process efficiency, ensure policy and legal compliance within the process, and establish consistency within the process. To achieve these goals, HRM has implemented the following changes:
- BASOP HR-01 – Employee Searches & Hires
- Elimination of unnecessary internal forms from processes
- Integration of electronic signatures for internal processes
- Removing HRM search and hire responsibilities from divisions/ departments and centralizing them in HRM

This objective was met.

Improvement Plan:  The goal was, and still is, to create an interactive electronic orientation that explains all LSU system benefits applicable to each new employee. This part of the objective is still in progress. HRM also attempted to start a program (Bengal Buddies) for new hires that would assign them to an existing, volunteer employee on campus that would be a general point of contact for non-HR related inquiries. HRM did not get enough volunteers for the program for it to be effective.

2. List one or two of your most significant goals/objectives that were tentatively met and the plan of action pursued.

Objective 1.3:  Staff will be satisfied with the search and selection process.

Strategy:  The new manager hired on January 2, 2021 set the tentative benchmark is agreeable (4.0) or higher as this is a new objective. The Staff Survey will be administered during the Spring 2021 semester. Question #7 "There is a fair and equitable process for recruiting and employing qualified employees." will be used to determine staff satisfaction.

Progress Report:  For AY 2020-2021, the staff survey was sent out in April and had 47 (47%) of the expected 100 staff members respond with one choosing not applicable (see question 7 on the attached survey document).  Given that the observed score of 3.9 < the benchmark of 4.0, this objective is tentatively met. The rationale is that the benchmark is tentative and this is the first year for this objective.

Improvement Plan:  Try to have additional staff respond to the survey; monitor the data since this is the first year and keep an eye on the survey comments to determine what the root of the dissatisfaction might be. The LSU Eunice search and hire process has undergone many changes in AY 2020-2021 that will be evaluated in the AY 2021-2022 survey.

Director of IE's note:  It is somewhat concerning that nine responses ranged from strongly disagree to undecided. In addition, there were 10 comments that accompanied the staff survey. Some of the comments were positive while some were negative; however, none of the comments had anything to do with recruiting and employing qualified employees.

## Planning Unit:   Facility Services

Assessment Year:      2020-2021
Person responsible:   Michael Broussard

1. List one or two of your most significant goals/objectives that were met.

Objective 1.1:  Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey.

Strategy:  Question #32 on the Faculty Survey administered in Spring 2021 will be used to determine satisfaction (The campus buildings and grounds are well kept). Choice 4 is agree on the scale.

Progress Report:  For AY 2020-2021, notification of the availability of the spring faculty survey went out in the middle of spring 2021. A total of 23 (38.98%) of the 59 faculty completed the survey rating facilities services as a 4.4

Given that the observed value of 4.4 > the established benchmark of 4.0, this objective is met.

Improvement Plan:  Several additional projects related to health were completed.
- Air scrubbers were installed in all classrooms, labs, and common public areas. These units contain HEPA filters and were a response to continuing efforts to combat CV-19.
- Touchless hand towels were installed in all restrooms.
- Touchless faucets, flush valves and water fountains are in the process of being installed.
- Facilities Services is also in the process of cleaning all heating, ventilation, and air conditioning ductwork in all academic buildings.


Objective 1.3:  Students will rate their satisfaction with Facility Services on Noel-Levitz Student Satisfaction Inventory.

Strategy:  The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester. Results from question 39 will be used (On the whole, the campus is well maintained).

Progress:  In terms of satisfaction, students scored the facilities services in the following manner:
- Overall mean = 6.56, n = 361 (compared to 6.57, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 6.50, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.90, n = 31
- 8-week and 16-week online mean = 6.69, n = 92
- Ochsner Lafayette General Hospital mean = 6.75, n = 9

Given that the overall observed score of 6.56 > 6.00, this objective is met.

Improvement:  Several additional projects related to health were completed.
- Touchless hand towels were installed in all restrooms.
- All ductwork cleaned and recoated for Bengal Village (residential apartments).
- Air purifiers were installed at Bengal Village.
- Touchless faucets, flush valves, and water fountains are being the process of being installed.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All outcomes were met.

## Planning Unit:   Office of Information Technology

Assessment Year:     2020-2021
Person responsible:   Stephen Heyward

1. List one or two of your most significant goals/objectives that were met.

- Objective 3.1-8:  Migration of faculty and staff email to a Microsoft cloud solution – The prior implementation of campus faculty/staff email was an on-premises installation.  The migration of email to hosting in the cloud with Microsoft allowed us to provide a modern solution that provided a more secure, reliable, and overall enhanced environment to the campus community. Objective met.
- Objective 3.1-11:  Implementation of new technology classroom equipment – Classroom technology within the Science, Manuel, and Health Technology buildings had become very old to the point where there were continual issues with the equipment.  In addition, the technology was different throughout the classrooms making it more difficult than necessary for faculty to move from room-to-room and for technical staff to support. The technology was updated throughout these buildings this past year and now provides faculty and staff with a modern configuration that is easier to utilize and easier for technical staff to support. Objective met.

  Improvement: Information Technology personnel will continue to establish a priority list around technology projects needed for the campus to improve solutions for student, faculty, and staff.


2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

- Objective 3.1-x:  Migration of myCourses/Moodle to a cloud hosting solution – In order to provide a more reliable, secure, and overall better maintained learning management system for the campus, LSU Eunice needs to move myCourses/Moodle to a cloud environment.  This project remains on the priority list, but has not been completed.

  Improvement: Information Technology personnel will continue to look for and discuss solutions with campus leadership around options.

## Planning Unit:   Institutional Effectiveness and Accreditation

Assessment Year:     2020-2021
Person responsible:   Paul Fowler

1. List one or two of your most significant goals/objectives that were met.

Objective 1.4:  The Office of Institutional Effectiveness and Accreditation will post updated Student Achievement Data on the website as required by Core Requirement 8.1.

Strategy:  The data will be posted on the Website by the end of January of the academic year. The six metrics approved by the Chancellor's Cabinet are:
1) National Student Clearinghouse's Six-Year Graduation Rate (SACSCOC Key Student Completion Indicator)
2) Retention
3) Associate Degree and Certificate of Technical Studies Completions
4) Licensure Rate
5) Employment or Continuing Education
6) Completion of Gateway General Education English Composition and Mathematics Courses
   a) English Composition (ENGL 1001) for the academic year being examined
   b) College Algebra (MATH 1015, 1020, and 1021) for the academic year being examined

Progress Report:  For AY 2020-2021, the document based on AY 2019-2020 was completed on August 24, 2021.  The data was posted on September 27, 2021. Given that the document was completed and posted on September 27, 2021 which is prior to the January deadline, this objective was met.

Improvement Plan:  The Office of Institutional Effectiveness may choose to begin integrating additional Post-Secondary Data Partnership (PDP) data from the National Student Clearinghouse (NSC) next year.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All other objectives dealing with substantive change and required profiles were met.

## **Planning Unit:   Institutional Research**

Assessment Year:      2020-2021
Person responsible:   Stephen Heyward

1. List one or two of your most significant goals/objectives met.

IR Objective 2.2: Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types with the longest times.

Strategy: This objective was benchmarked using a report from the Helpdesk software and based on the average time open of the 15 longest service request categories over the latest data available from a three-year period. An average time of 45 or less hours would be success.

Progress Report: For AY, 2020-2021, the time to complete Service Requests averaged out at 37.17 hours with n = 3,198.

Since the observed hours 37.17 hours < 45 hours benchmarked, Objective 2.2 was met.
Improvement: It is important to note two impacting events for the campus during the past year: 1) the continuation of the Coronavirus impact 2) the implementation of a new IT Service Desk management solution. Both events had some form of impact around the service desk ticket resolution area. While this objective was met during the past year, the expectation is that the ticket service time will decrease further during the upcoming time frame given an expected "more normal" environment during the coming year along with a new employee who has recently began on the team.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Note that all objectives for Institutional Research were either met or tentatively met.

## Planning Unit:   LSU Eunice Police and Campus Security

Assessment Year:      2020-2021
Person responsible:   Captain J. Cory Lalonde

1. List one or two of your most significant goals/objectives that were met.

Objective 1.3:  Publish Annual Security and Fire Report (Clery Act)

For AY 2020-2021, Due to Covid-19 Pandemic, the US Department of Education extended the deadline for the publishing of the Annual Security and Fire until December 31 for this particular year. LSU Eunice's 2020 Annual Security and Fire Report was published on the website on December 30, 2020.

Improvement:  No changes needed; this is an ongoing objective.


Objective 1.1:  Install surveillance cameras

For AY 2020-2021, Two additional cameras were added to the camera system.  These were added around the Grounds Landscape building to monitor access to some of the more expensive equipment located on campus.

Improvement:  For AY 2021-2022, this is an ongoing objective that will be continued as there are plans for continued expansion of the surveillance cameras throughout campus


2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Objective 1.3:  Hire Another Full-Time Police Officer

For AY 2020-2021, this objective was delayed due to budgetary considerations. For AY 2021-2022, we will continue to look for funding source opportunities to hire additional officer to be added to the staff.

Improvement:  Continue to look for funding sources.

Director of IE's Note:  I recommend cancelling this objective as it has been delayed for several years and the financial situation at LSU Eunice has not changed.

## Planning Unit:   Public Affairs

Assessment Year:    2020-2021
Person responsible:   Travis Webb

1. List one or two of your most significant goals/objectives that were met.

Objective 1.1 and 2.1:  Create and implement a marketing and advertising plan for LSUE to meet its enrollment and retention goals.

Strategy:  During AY 2020-2021, a comprehensive marketing initiative will be made with The Advocate to provide third-party digital marketing as well as advertisement placement on in-house properties.

Progress Report:  For AY 2020-2021, LSU Eunice's partnership with The Advocate was continued as they provide digital marketing capabilities as well as advertisement placement in-house on their website and newspaper. The LSUE website and social media channels saw a significant increase in traffic.  As a result, this objective was met. Note that evidence was provided of a Facebook page reach of 485,113 with 10,200 likes.

Improvement Plan:  Partnership continued.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All objectives were met.

## Planning Unit:  Student Affairs

Assessment Year:    2020-2021
Person responsible:   Kyle Smith

1. List one or two of your most significant goals/objectives that were met.


Student Conduct Objective 3.1: Timely Conduct Case Adjudication

Strategy:  For all cases in 2020, the mean number of days from report to closed for 27 cases was 20 days.  Success for this objective will be for all behavioral and academic misconduct cases to be adjudicated and closed in fewer than the baseline of 20 days from the date of the report.

Progress Report:  For AY 2020-2021, for the 53 reported conduct violations, the average number of days between the report date and the date of case adjudication was 12.06 days. Given that the observed average days from report date to adjudication date of 12.06 days < the established benchmark of 20 days, this objective is met.

Improvement Plan:  continue to resolve reports of behavioral and academic misconduct in a timely manner.



2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Student Activities Objective 1.4:  Activities are interactive and allow students to participate.

Strategy:  Survey data will be used. Question 9.1: "LSUE hosts campus events and activities that are interactive and allow me to participate."  A baseline of 73% of respondents will indicate "Agree" or "Strongly Agree" on this survey item based on a two-year average.

Progress Report:  For AY 2020-2021, a total of 20 respondents indicated Agree or Strongly Agree (n=38), resulting in 52.67%, which is below the target of 73%. Given that the observed value of 52.6% < the benchmark of 73%, this objective is not met.

Improvement:  This result was expected.  During AY 2020-2021, campus activities were significantly limited because of COVID-19-related event restrictions and an increase in online enrollment.  As restrictions are lifted and Campus Activities Board and other organizations can return to a more engaging model of campus programming, Student Activities anticipates a positive increase in student engagement with activities in AY 2021-2022.  Additionally, a new Coordinator for Student Life and Campus Activities Board advisor was selected in July 2021, and that staff member has been charged with reinvigorating campus activities this year.

## Planning Unit:   Student Success Center

Assessment Year:     2020-2021
Person responsible:   Kyle Smith

1. List one or two of your most significant goals/objectives that were met.

Tutoring Objective 1.1:  Tutoring Satisfaction – Students will be satisfied with the tutoring services offered through the on-campus Tutoring Center and the online SmartThinking tutoring service.

Strategy:  The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites.

Progress Report:  Students at all sites rated the tutoring questions "satisfied" (≥ 6) (n = 361). In addition, the overall mean for AY 2020-2021 of 6.37 > the national average of 6.05 for 69,527 students. This objective is met.

Improvement Plan:  Under the direction of a new Tutoring Center Coordinator, the Tutoring Center will continue to offer quality tutoring services for a range of subjects based on student need and tutor availability, and more face-to-face tutoring appointments will be delivered in AY 2021-2022.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

Tutoring Objective 2.1:  Require tutoring as an early alert system for Pathways to Success students – To mandate tutoring for students who receive a grade below 70% or C- on a major assignment in either English or Mathematics for two (2) hours or more.

Strategy:  The objective will be met if sixty percent (60%) of the Pathways Success students referred to the Tutoring Center for a particular subject attends tutoring for at least two hours.

Progress Report:  For AY 2020-2021, there was no data to show that this objective was met.  Both the Coordinator for Tutoring Services position and in the Director of Student Success position became vacant. The Interim Associate Vice Chancellor for Student Affairs was unable to determine how this data was being collected.  The new Coordinator for Tutoring Services was unaware this objective was established the prior year.

Improvement Plan:  The Interim Associate Vice Chancellor for Student Affairs will meet with the new Coordinator for Tutoring Services to review this objective and discuss how faculty referrals will be received and acted upon and how tutoring registrations & logs will be used to measure Pathways to Success student attendance from faculty referrals.  The Pathways to Success tutoring referral form submission logs and the Tutoring Center attendance logs/registration reports will be used to assess this objective in AY 2021-2022.

# Planning Unit:  University Advancement

Assessment Year:    2020-2021
Person responsible:   Carey Lawson

1. List one or two of your most significant goals/objectives that were met.

Objective:  2.1 Secure Resources:  Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2021. This includes funding to support annual, corporate/foundation giving, endowed gifts, and planned giving.

Strategy/Benchmark:  Contributions will be greater than $865,000 which is greater than 20% of FY19-20 income of $720,833. Focus on scholarships, e-team sports, and financial investment from work-force partners to support Allied Health and Business Programs.

Progress Report:
  1. Alumni Campaign was sent in Fall of 2020 and data upload of alumni data is on-going.
  2. Secured  $115,000 in new endowed scholarships
       1. Fritz Lang Endowed Scholarship
       2. Super1Foods
       3. Irma Andrus
  3. Utilized e-team sports to increase unrestricted athletic giving
  4. Expand work-force partnerships to support Allied Health and Business Programs
       1. Secured Contribution from CABOT Corporation to fund Business Technology summer program for JAG Students
       2. Secured $375,000 grant from Blue Cross and Blue Shield of Louisiana Foundation to assist in nursing program expansion.
Given that the observed value of $1,113,342 > the benchmark of $720,833, this objective is met.
Improvement Plan:  Work to improve scholarship numbers for 2021-2022 through addition of Award Spring software to communicate with donors. Activate development committees in academics and athletics to advance capital gifts.

Objective 1.2 Campus Policy Revision:  Review and Update LSUE Policy Statements regarding fundraising by June 30, 2021.

Strategy:  Review policies with Vice Chancellor of Academic Affairs and Chancellor.

Progress Report:  For AY 2020-2021, objective was delayed because no policy revisions were needed.

Improvement Plan:  Continue to evaluate policies for any changes necessary

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued.

All were met

# VIII.  Assessment Plan Goals and Objectives by Institutional Strategic Goal

Director of IE's Note:  This section was eliminated because the relationships for the following are shown in the next section.

# IX.  Academic Year 2020-2021:  Details for Goals and Objectives All Departments

## AA/EEO/Title IX

**AA/EEO 20-21 Completion and Approval of Annual Affirmative Action Plan**
**Objective Number:  1.1**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Completed**

**Objective With Intended Outcomes:**
LSU Eunice HRM will file the year 2021 affirmative action plan by May 30, 2021.

**Assessment/Evaluation/Measures/Strategies:**
Updated Strategy:  The current year's AA plan will include the following information for the previous calendar year:

- Organizational Structure
- EEO Policy
- Designation of Responsibility
- Organizational Profiles
- Comparison of Incumbency to Availability
- Summary of Personnel Activity
- History of Comparisons & Action Steps for Current Calendar Year

This information will be used to evaluate the diversity of the institution's personnel and set goals for the institution to achieve a balanced workforce based on local demographic data.

Previous Strategy:  AA/EEO Officer develops the plan and sends it to the State. Plan is available in the AA/EEO Officer's office and the Chancellor's office.  Approval of the plan by the Chancellor constitutes the objective being met.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective was met as the plan was completed and filed on May 7, 2021 (see file below).

As a result, this objective is met.

Attached Files
2021 Affirmative Action Plan (1).pdf

**Improvement Plan/ Changes Made:**
LSU Eunice will take the following improvement steps in 2021 in pursuit of reaching the University incumbency goal of 25% or greater of statewide availability in each job group for females and minorities:

- The Coordinator of Title IX/EEO/Affirmation Action Coordinator is responsible for the AA/EEO policies and programs set forth in this plan. LSU Eunice will comply fully with all federal and state laws relation to equal educational opportunity, and affirmative action. LSU Eunice has developed this Affirmative Action Plan to help achieve the goal of equal employment opportunity for all. The EEO/AA coordinator will continue to present awareness workshops concerning issues dealing with affirmative action/equal opportunity and other diversity issues.
- All AA/EEO policies will be reviewed annually to ensure applicability and compliance.
- LSU Eunice has identified problem areas and acknowledges the need to hire more minorities and females into certain job groups. Applicant flow and hires will be reviewed continuously and recruiting initiatives will be taken, when possible, to address the problem. HRM and the AA/EEO Coordinator will work directly with hiring managers and search committees to increase diversity of applicant pools.
- To address problems of under-representation, search committee structure will require female and/ or minority representation. The AA/EEO Coordinator will also be included as an active member on all search committees. Search committees are advised to select the best qualified candidate regardless of race, color, creed, sex, national origin, age, disability status, marital status, religion, sexual orientation, or veteran's status. Each search committee member is provided with a list of questions to avoid as well as a list of acceptable questions to ask applicants during a search.
- HRM will closely review individual department's goals when considering requests to waive advertisement for positions to determine if the request will assist with correcting problems in areas where underutilization and/or under- representation of females or minorities has been identified.
- Hiring departments will be encouraged to utilize cost effective talent acquisition websites and resources focusing on minority groups in their recruiting efforts.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    AA/EEO 20-21 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
    Goal Number: 1
    Progress: Completed
    Provided By: AA/EEO/Title IX
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**AA/EEO 20-21 Annually Provide Training on AA/EEO topics to faculty & staff**
**Objective Number:  1.2**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Delayed**

**Objective With Intended Outcomes:**
LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop.

**Assessment/Evaluation/Measures/Strategies:**
Sexual Harassment and Ethics training completed in compliance with state law for all state employees.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the new director is unable to determine if this objective was met and currently does not have access to the reports she needs. Objective delayed.

**Improvement Plan/ Changes Made:**
The new director is in the process gaining access to reports for ethics training and auditing compliance for sexual harassment training.

**RELATED ITEMS-------------------------------------------------------------**
   **RELATED ITEM LEVEL 1**
   AA/EEO 20-21 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number:  1
Progress:  Completed
Provided By:  AA/EEO/Title IX
Budget Information:  none (existing)
Start:  11/1/2020
End:  10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**Title IX 20-21 Prevention Efforts**
**Objective Number:  2.1**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Canceled**

**Objective With Intended Outcomes:**
- Deliver centralized training to ensure that all employees are kept up to date regarding their reporting obligations as responsible employees and resources available
- Deliver centralized training for first-time students at LSUE in compliance with federal law. This includes students enrolled in academic programs, such as LSUE at LSUA, online LGH, LSU Lab, and University Academy. Students were encouraged to complete MyStudentBody, which covered bystander intervention as well as University policies and procedures and resources regarding sexual misconduct.
- Assess current state of campus climate and baseline metrics related to reporting, investigations, and adjudication
- Provide comprehensive education programs, through in-person trainings and print media
- Provide ongoing training for campus community members involved with processing, investigating, or resolving complaints

Attached Files
 Welcome _ MyStudentBody

**Assessment/Evaluation/Measures/Strategies:**
**Prevention Actions and Assessments**

- Develop the Title IX Taskforce consistent with University policy
- Measure compliance and evaluate the effectiveness of training- adjust as needed
- Assess the effectiveness of bystander intervention training through training and case reviews
- Develop training programs for mandatory reporters at all levels and add modules to existing trainings to incorporate policy and procedure
- Analyze sexual violence incidents to quantify the use of alcohol as a contributing factor
- Partner with other services and external organizations to enhance awareness efforts

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective is being cancelled in favor of objective 2.4.

Rationale:  Objectives 2.1, 2.2, and 2.3 are way more than what needs to be reported in institutional effectiveness. The Title IX Coordinator and the Director of IE both believe that every specific detail of the Title IX efforts does not need to be reported annually to IE and that more general reporting efforts are appropriate. In addition, the Interim Title IX Coordinator that was put in place in August 2021 was replaced by a permanent Title IX Coordinator on October 13, 2021. The Director of IE believes that she should be permitted to develop her own goals and objectives for Title IX (the current three were carryovers from the last two Coordinators).

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS-----------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 Title IX 20-21 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention, and accountability.
 Goal Number:  2
 Progress:  Completed
 Provided By:  AA/EEO/Title IX
 Budget Information:  none (existing)
 Start:  11/1/2020
 End:  10/31/2021

**RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**Title IX 20-21 Response to Complaints**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**
**Response Objectives**

- Reporting- ensure that all personnel know and understands reporting options- both formal and informal and processes
- Victim advocacy- provide an advocate to respond to and provide assistance for all victims
- First responder training- ensure all mandatory reporters are appropriately trained as potential bystanders and know proper ways to respond in an emergency situation
- System confidence- effectively protect the rights and interests of all parties, lessen stigma regarding reporting and ensure appropriate services are made available
- Response- improve the availability and quality of response support for victims. Increase victim confidence and lessen the stigma of reporting.

**Assessment/Evaluation/Measures/Strategies:**
**Response Actions and Assessments**

- Enforce mandated training on reporting and proper protocol
- Increase the availability of trained advocates by establishing standards and protocol
- Track competency

- Track workload to identify trends or resource needs
- Track effectiveness of reporting by incident
- Separately track leadership, advocate training, mandatory reporter training to ensure refresher training is completed
- Track and analyze cases reported to ensure system integrity
- Assess confidence in reporting systems through surveys

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective is being cancelled in favor of objective 2.4.

Rationale:  Objectives 2.1, 2.2, and 2.3 are way more than what needs to be reported in institutional effectiveness. The Title IX Coordinator and the Director of IE both believe that every specific detail of the Title IX efforts does not need to be reported annually to IE and that more general reporting efforts are appropriate. In addition, the Interim Title IX Coordinator that was put in place in August 2021 was replaced by a permanent Title IX Coordinator on October 13, 2021. The Director of IE believes that she should be permitted to develop her own goals and objectives for Title IX (the current three were carryovers from the last two Coordinators).

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    Title IX 20-21 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention, and accountability.
    Goal Number:  2
    Progress:  Completed
    Provided By:  AA/EEO/Title IX
    Budget Information:  none (existing)
    Start:  11/1/2020
    End:  10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field:  1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**Title IX 20-21 Communicate Effectively to Campus**
**Objective Number:  2.3**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Canceled**

**Objective With Intended Outcomes:**
Communicate effectively with the campus community regarding Title IX/EEO policies and procedures, as well as information on prevention and resources available.

**Assessment/Evaluation/Measures/Strategies:**
**Accountability Actions and Assessments**

- Promote familiarity with investigatory process with mandatory reporters and general trainings
- Review case files to verify compliance
- Share best practices, technology, and resource efficiencies
- Limit authority for initial determination of sexual violence cases
- Measure disposition, determinations, and final actions to ensure all cases are disposed at an appropriate level.  Provide means to detect if cases are not being handled per policy
- Monitor and assess trends in dispositions as well as length of time from initial report to resolution
- Ensure early coordination between Title IX Coordinator, victim's advocate, and investigators to improve timely, thorough, and efficient reporting, investigations, and accountability
- Quality assurance visits to ensure compliance with policy
- Assess resource needs and provide resources as budget permits
- Identify a standard set of sexual violence reporting metrics

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective is being cancelled in favor of objective 2.4.

Rationale: Objectives 2.1, 2.2, and 2.3 are way more than what needs to be reported in institutional effectiveness. The Title IX Coordinator and the Director of IE both believe that every specific detail of the Title IX efforts does not need to be reported annually to IE and that more general reporting efforts are appropriate. In addition, the Interim Title IX Coordinator that was put in place in August 2021 was replaced by a permanent Title IX Coordinator on October 13, 2021. The Director of IE believes that she should be permitted to develop her own goals and objectives for Title IX (the current three were carryovers from the last two Coordinators).

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS--------------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 Title IX 20-21 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention, and accountability.
 Goal Number: 2
 Progress: Completed
 Provided By: AA/EEO/Title IX
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
  New Number Identifier Field: 3. Partnerships

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement. New Number Identifier Field: 4. Improvement

**Title IX 20-21 Compliance**
**Objective Number: 2.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
LSU Eunice will comply with Federal and State Title IX regulations.

**Assessment/Evaluation/Measures/Strategies:**
Effort to comply will be in following areas:

- Training
- Campus Communication
- Timely and Effective Response

Director of IE's Note: LSU Eunice works collaboratively with LSU's Office of Civil Rights in Title IX matters.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was contained in three separate objectives.

For AY 2020-2021:

- Training (see Title IX student orientation training pdf below)
- Campus Communication (see Director of IE's note)
- Timely and Effective Response (see Director of IE's note)

Director of IE's Note: A new Title IX administrator appointed August 2021 because the prior one left to take position elsewhere. Unfortunately, the new director did not have access to some of the documents/software needed to determine compliance during AY 2020-2021. The campus was just notified on October 13, 2021, that Title IX will again change to a different director effective immediately.

Given the changes and the inability to obtain some documentation, this objective was tentatively met.

Attached Files
Title IX Student Orientation Training.pdf

**Improvement Plan/ Changes Made:**

Ensure compliance with new BOR regulations available at:  https://regents.la.gov/divisions/legal-affairs/uniformpbvpolicy/

**RELATED ITEMS--------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    Title IX 20-21 Ensure compliance with State and Federal laws and University policies related to Title IX in relation to campus climate, response, prevention, and accountability.
    Goal Number: 2
    Progress: Completed
    Provided By: AA/EEO/Title IX
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

## Academic Affairs

**AA 20-21 Academic Advising-Faculty**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will be satisfied with the academic advising process.

**Assessment/Evaluation/Measures/Strategies:**
Faculty will rate satisfaction with academic advising 4.0 or higher on the Faculty Survey given each spring semester. Question number 4 on the survey will be used to assess the outcome: "I have received adequate information to provide appropriate academic advisement to students". The Faculty Survey is based on a Likert Scale with 4.0 representing that faculty "agree" with the statement. In this case, the objective is to have faculty agree overall that they are satisfied with academic advising.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = undecided
- 4 = agree
- 5 = strongly agree
- in 2018, a n/a or not applicable was added.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. The decision was to monitor given that the number of responses did not quite meet the 30 needed to normalize the result from the sample parameters to the population parameters.

For AY 2020-2021, the faculty spring survey was sent out in April. A total of 23 (38.98%) of the 59 faculty members completed the survey with all 23-answering question 4 related to academic advising. The question scored a mean of 3.5 with one faculty member using N/A (see attached Advising Faculty Spring 2021 Survey file). AY 2019-2020 score was 3.7 with 29 (48.33%) of the eligible 60 faculty members responding.

Given that the observed score of 3.5 < the established benchmark of 4.0, this objective is not met.

Attached Files
  Advising Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Include all academic advisors, including Faculty and Staff, in the survey for AY2021-2022.  For AY 2021-2022, staff survey question 34 will be added to this analysis.

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    AA 20-21 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number:1
Progress: Completed
Provided By: Academic Affairs
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

## AA 20-21 Academic Advising-Students
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will express satisfaction with academic advising.

**Assessment/Evaluation/Measures/Strategies:**
Students will rate their satisfaction with academic advising at or above the national average using the Ruffalo Noel Levitz (RFL) Student Opinion Survey for two-year colleges.

Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 5.712 with a standard deviation 1.550. Note that this is the mean of the means of the data from the five questions. (see RNL Data in the Progress Section).

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral

5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The following questions will be used to determine whether or not this objective has been met.

3. My academic advisor is available when I need help (national average = 5.76 with SD = 1.53).
14. My academic advisor is knowledgeable about my program requirements (national average = 5.94 with SD = 1.47).
16. My advisor helps me apply my program of study to career goals (national average = 5.76 with SD = 1.59).
22. My academic advisor is knowledgeable about transfer requirements of other schools (national average = 5.70 with SD = 1.55).
35. I receive ongoing feedback about progress toward my academic goals (national average = 5.51 with SD = 1.61).

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of 361 (13.3%) of the 2,711 students responded to the RNL Student Satisfaction Survey at LSU Eunice's various off-site locations and two online modalities (16-week and 8-week accelerated) (see Table 1 and the Academic Affairs...pdf file below). The electronic survey was sent out in late spring 2021 with students receiving an email in their university account from the Interim Associate Vice Chancellor for Student Affairs. Note that there were no students enrolled at the LSU Laboratory High School during the academic year. In addition, only one student responded to parts of the RNL survey from the LSUA face-to-face site. That student, however, did not respond to any of the questions associated with this objective. As a result, the LSU Laboratory High School and the LSUA face-to-face sites had no data and were removed from Table 1.

| Table 1. Student Satisfaction with Academic Advising AY 2020-2021 Based on RNL Likert Scale. | | | | | | |
|---|---|---|---|---|---|---|
| Question | Nat'l | Overall | LSUE | Dual Enroll < 50% | Online | LG Hospital |
| 3 | 5.76 | 5.62 | 5.32 | 5.78 | 6.21 | 6.00 |
| 14 | 5.94 | 6.11 | 5.93 | 6.50 | 6.40 | 6.13 |
| 16 | 5.76 | 5.80 | 5.61 | 6.55 | 6.01 | 6.14 |
| 22 | 5.70 | 5.93 | 5.73 | 6.32 | 6.32 | 6.57 |
| 35 | 5.51 | 5.51 | 5.38 | 5.79 | 5.69 | 5.44 |
| Means | 5.734 | 5.794 | 5.594 | 6.188 | 6.126 | 6.056 |
| n | 69527 | 361 | 228 | 31 | 92 | 9 |

Table 1 indicates that LSUE students were generally satisfied with academic advising given that overall LSUE mean of 5.794 > national mean of 5.734 (see highlighted in Table 1). Note that the student satisfaction at the dual enrollment < 50% of a program, both 16-week and 8-week, and students at the hospital sites was greater than the national average with the LSUE face-to-face students falling below the national average. This is somewhat troublesome given that the n = 228 represents the majority of the students enrolled. In addition, LSUE face-to-face students fell below the national averages on all questions (3, 14, 22, and 35), but one (16). Given this, it is worth mentioning that the mean = 5.594 shown in Table 1 (in red) is slightly above the midpoint between "somewhat satisfied" and "satisfied" on the Likert Scale.

Given that the observed mean of 5.794 > the national mean of 5.734, this objective is met.

Attached Files
Academic Affairs Advising NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Despite being met, academic advising has been discussed quite a bit during Enrollment Management and Cabinet Meetings (all passages are highlighted):

- 10-1-19 Cabinet (see file 1 below):  Transitioning students with 20 or more credit hours from the Student Success Center to faculty advisors. Chancellor mentioning that she was to follow up on the advising model.
- 11-19-19 Cabinet (see file 2):  Sending out messages to students to try to get them to register for spring 2020.
- 12-13-19 Enrollment Management (see file 3):  Registering students, contact information, and transfer student details.
- 3-31-21 Enrollment Management (see file 4):  point of contact for students forwarding advisees and forms to the appropriate advisors. Student Success Center entering schedules. Financial aid information.
- 4-28-21 Enrollment Management (see file 5):  New transfer and reentry communication plans.
- 5-12-21 Enrollment Management (see file 6):  Increasing personnel for academic advising in summer 2021 and how Pathways to Success students will be advised.
- 6-15-21 Cabinet (see file 7):  Advisors need to be made aware that Proctor U and BioSig proctoring services will be free to students beginning with fall 2021.

Attached Files
6 20210512 EM Agenda and Meeting Minutes 05-12-21.pdf
4 20210331 Enrollment Management Minutes 03-31-21.pdf
5 20210428 EM Agenda and Meeting Minutes 04-28-21.pdf
3 20191213 Enrollment Management Meeting 12-13-19.pdf
1 20191001 CABINET MINUTES 10-1-19.pdf
2 20191119 CABINET MINUTES 11-19-19.pdf
7 20210615 Cabinet Minutes 6_15_21.pdf

**RELATED ITEMS----------------------------------------------------------**
       **RELATED ITEM LEVEL 1**

AA 20-21 To have a high degree of student and faculty satisfaction with the academic advising system.
Goal Number: 1
Progress: Completed
Provided By: Academic Affairs
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**AA 20-21 Increase the ease of transfer between LSUE and four-year institutions**
**Objective Number:  2.2**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Canceled**

**Objective With Intended Outcomes:**
To facilitate the transfer of students from LSUE to four-year institutions by instituting transfer pathways.

**Assessment/Evaluation/Measures/Strategies:**
Perform the following each academic year:

> 1. Review the current curricula for alignment with transfer institutions.
> 2. Create and implement one transfer pathway to a four-year institution per academic year.
> 3. Track the number of students in the transfer pathways to determine a realistic baseline.

As this is a new objective, the target is based on what has been a realistic time frame based on past design and implementation of transfer pathways.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met due to other competing demands (especially CV-19). The Vice Chancellor for Academic Affairs is to determine whether this objective will be continued.

For AY 2020-2021, the decision was made to cancel this objective because of the inability to accurately track transfer students with our current capabilities.

**Improvement Plan/ Changes Made:**
N/A

**RELATED ITEMS---------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    AA 20-21 To enhance the transfer of courses between the main receiving institutions of LSUE transfer students.
    Goal Number: 2
    Progress: Canceled
    Provided By: Academic Affairs
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

**AA 20-21 Curriculum Development**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will agree they have a role in curricular development, change, and review.

**Assessment/Evaluation/Measures/Strategies:**

This outcome will be assessed using question number 8 on the faculty survey given each spring: "The faculty have a role in curricular development, change, and review."

86.076% of the faculty will agree they have a role in curricular development as measured by responses to the annual Faculty Survey. This benchmark was calculated using the percentage of faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2020.

- Spring 2014 was 19/24 or 79.17%
- Spring 2015 was 19/22 or 86.36%
- Spring 2016 was 15/19 or 78.95%,
- Spring 2017 was 18/20 or 90.00%,
- Spring 2018 was 11/15 or 73.33%, and
- Spring 2019 was 25/29 or 86.21%
- Spring 2020 was 28/29 or 96.55%
- Overall was 135/158 or 85.443%

The benchmark is the grand mean weighting each percentage based on the number of respondents.

The choices on the faculty survey are

- strongly disagree
- disagree
- undecided
- agree
- strongly agree
- in 2018, a n/a or not applicable worth no point value was added.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the faculty survey was sent out electronically during the month of April. In all, a total of 23 (38.98%) out of 59 faculty members eligible to respond did so. 22 (95.65%) of the 23-faculty responding to question 8 either agreed or strongly agreed that they had a role in curricular development (see the Curriculum Development Faculty Survey Attached below). The mean for the question was 4.4 > the 4.0 needed for "agree".

Given that the observed score of 96.55% > the historical benchmark of 85.44%, this objective is met.

Attached Files

[Curriculum Development Faculty Spring 2021 Survey.pdf](Curriculum Development Faculty Spring 2021 Survey.pdf)

**Improvement Plan/ Changes Made:**
The Curriculum Development Manual was updated to a Web based document during spring 2021 and was sent to Faculty Senate for approval toward the end of the semester.  It is expected that the manual will be edited over the summer and updated as needed. The website URL is [https://www.lsue.edu/academics/cdm.php](https://www.lsue.edu/academics/cdm.php) and a PDF of the website is attached below.

Attached Files
[Curriculum Development Manual Website.pdf](Curriculum Development Manual Website.pdf)

**RELATED ITEMS----------------------------------------------------------**
**RELATED ITEM LEVEL 1**
AA 20-21 To ensure that faculty understand and participate in curriculum development.
Goal Number: 3
Progress: Completed
Provided By: Academic Affairs
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**AA 20-21 Instructional Program Satisfaction**
**Objective Number: 4.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

Graduating students will be very satisfied or somewhat satisfied with their instructional program.

**Assessment/Evaluation/Measures/Strategies:**
Respondents to the Graduating Student Survey will be very satisfied or somewhat satisfied with their instructional program. This survey is administered every fall and spring at graduation.  The benchmark is a historical value from questions 12, 13, and 14.

- Q13-How well do you think LSUE has prepared you in the area of written communication?
- Q14-How well do you think LSUE has prepared you in the area of spoken communication?
- Q15-How well do you think LSUE has prepared you for your career/educational goals?

Students may choose the following on the survey

- very well
- somewhat
- poorly
- not at all

Benchmark data for the fall semesters is the weighted mean for students choosing somewhat or very well from fall 2014 through fall 2019 (n = 433)

- question 13 = 99.17%
- question 14 = 98.29%
- question 15 = 98.58%

Benchmark data for the spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 2020 (n = 796)

- question 13 = 97.46%
- question 14 = 96.72%
- question 15 = 97.63%

Based on the historical data, it was decided that a benchmark of no lower than **90%** would be established given the narrow range between 98% to 100% and that not every student will be completely satisfied with their preparation. (Note that the benchmark was adjusted downward from 95% for two reasons. First it is difficult to maintain a 95% or higher satisfaction rate for anything let alone satisfaction related to education. Second, with the campus closure on March 13, 2020, due to CV 19, the 90% allows a larger band between 90% and 100% to allow for students not satisfied with face-to-face classes being moved online during quarantine.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was met.

For AY 2020-2021, the graduating survey was not given to students due to the strict CV-19 protocols that were in place for the in-person graduation.

In spring 2021, 132 students took the survey with the following results (see attached file below):

- #13 written communication = 96% somewhat or very well satisfied (compared to 93% in spring 2020)
- #14 spoken communication = 94% somewhat or very well satisfied (compared to 90% in spring 2020)
- #15 career preparation = 99% somewhat or very well satisfied (compared to 98% in spring 2020)
- n = 132 (compared to 83 in spring 2020)

It is interesting to note that the rate of somewhat or very satisfied increased in all three cases.  This might have something to do with the loosening restrictions on CV 19 and students were glad they were able to graduate on time (which did not happen in spring 2020 given that nursing and allied health majors were prohibited from entering clinical site).

Given that the results for the three questions were 94%+ > the benchmark of 90%, this objective is met.

Attached Files
  LSUE Spring 2021 Graduating Student Survey Q 13 14 15 Results Only.pdf

**Improvement Plan/ Changes Made:**
Monitor results given that the fall 2020 survey could not be given and that the spring 2021 results improved over spring 2020.

**RELATED ITEMS----------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        AA 20-21 To foster academic success through instructional effectiveness.
        Goal Number: 4
        Progress: Completed
        Provided By: Academic Affairs
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**AA 20-21 Graduation**
**Objective Number:  4.3**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Completed**

**Objective With Intended Outcomes:**
LSUE will increase overall Associate Degree and Certificate Attainment.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark:  Students will complete an Associate Degree or a Certificate of Technical Studies at a rate that exceeds the average of the previous nine years.  Average will be the mean or median - whichever is less.

Data is obtained from the Louisiana Board of Regents Reporting System published in "LSUE's Fact Book" each December.

| LSU Eunice Number of Completers by Academic Year | |
| --- | --- |
| AY | Number of Completers |
| 2010-2011 | 289 |
| 2011-2012 | 289 |
| 2012-2013 | 337 |
| 2013-2014 | 334 |
| 2014-2015 | 332 |
| 2015-2016 | 310 |
| 2016-2017 | 298 |
| 2017-2018 | 311 |
| 2018-2019 | 346 |
| Mean | 316.2 |
| Median | 311.0 |

The mean was 316.2 and the median was 311.0 establishing the benchmarks for AY 2019-2020.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, data was downloaded from the Board of Regents Website on March 5, 2021. It indicated that 47 certificates and 342 associate degrees were awarded. In total, 381 were awarded to Louisiana residents, two were awarded to out-of-state students and six were awarded to international students (see PDF file below). The 389 certificates and degrees awarded represented an increase of 12.4% over the 346 certificates and degrees awarded in AY 2018-2019.

Given that the observed number of degrees was 389 > the mean of 316 and median of 311, this objective is met.

Attached Files
3-5-21 Completers by Parish AY 2019-2020.pdf

**Improvement Plan/ Changes Made:**
Given the 12.4% increase in the number of certificates and degrees awarded the decision was made to monitor this objective one year.

**RELATED ITEMS-------------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 AA 20-21 To foster academic success through instructional effectiveness.
 Goal Number: 4
 Progress: Completed
 Provided By: Academic Affairs
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement

**AA 20-21 LaPAS Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students**
**Objective Number: 4.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
LSU Eunice will 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.

Note that objectives 4.4 and 4.5 measure the same metric, but in different ways. Objective 4.4 uses administrative data through the Louisiana Operational Plan Activity System (LaPAS) while 4.5 uses Board of Regents data. In addition, objective 4.5 is a Student Achievement Metric whereas 4.4 is not.

Attached Files
  LSU Eunice FY19_20_Operational_Plan

**Assessment/Evaluation/Measures/Strategies:**
Benchmark: Students will be retained at a rate equal to or exceeding 2 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 52.7% to 54.7% by fall 2023 (retention of fall 2022 cohort); an average increase of 0.4%.

- 2017-2018 = 52.7%
- 2018-2019 = 53.1%
- 2019-2020 = 53.5%
- 2020-2021 = 53.9%
- 2021-2022 = 54.3%
- 2022-2023 = 54.7%

Benchmark is based on Performance Indicator 2 (See file below) in the LSUE FY 2020-2021 Operational Plan.

Attached Files
  Metric 2 of LSU Eunice FY20_21_Operational_Plan.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine the fall 2019 cohort and retention to the fall 2020 semester. According to Louisiana Performance Accountability System (LaPAS), LSUE had 671 new first-time degree seeking students in the fall 2019 cohort, retaining 346 (51.6%) of them to the fall 2020 semester.

Given that the 51.6% < the 53.9% specified for the fall 2019-fall 2020 retention from the benchmark, this objective is not met.

Attached Files
  Fall 2019 to Fall 2020 Retention from LaPAS.pdf

**Improvement Plan/ Changes Made:**
A retention plan is being instituted that involves several strategies.  LSU Eunice performed a S.W.O.T. analysis to identify areas of concern with relation to onboarding and retaining students (see file 1 below which is a generalized SWOT Analysis from Achieving the Dream focus groups and file 2 which is summary of the Institutional Capacity Assessment Tool Results).  LSU Eunice was also awarded a grant from Achieving the Dream to aid in identifying populations of students that are underperforming groups in order to increase coursework success and, therefore, retention (see file 3).  Finally, LSU Eunice Faculty Senate has established a Retention sub-committee to begin the work of reviewing policies and instruction in order to increase retention (see file 4). Note that the retention committee was just formed the month before and had not yet met.

Attached Files
  1 Preliminary Capacity Cafe Results 10-11-21.pdf
  2 ICAT ATD Coach Summary 10-6-21.pdf
  3 ATD Acceptance Email 1-5-21.pdf
  4 Faculty Senate Minutes 9-13-21.pdf

**RELATED ITEMS**-----------------------------------------------------------
  **RELATED ITEM LEVEL 1**
  AA 20-21 To foster academic success through instructional effectiveness.
  Goal Number: 4
  Progress: Completed
  Provided By: Academic Affairs
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement


**AA 20-21 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students**
**Objective Number:  4.5**
**Start:  11/1/2020**
**End:  10/31/2021**
**Progress:  Completed**

**Objective With Intended Outcomes:**
LSUE will 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.

Note that objectives 4.4 and 4.5 measure the same metric, but in different ways. Objective 4.4 uses administrative data through the Louisiana Operational Plan Activity System (LaPAS) while 4.5 uses Board of Regents data. In addition, objective 4.5 is a Student Achievement Metric whereas 4.4 is not.

**Assessment/Evaluation/Measures/Strategies:**
Methodology:  Data is downloaded once a year from the Board of Regents website.  The "SPSRETN" report is used for this objective.

Benchmark:  The benchmark is determine using a historical number based on the total number retained divided by the total number in the cohort from fall 2011 to fall 2012 through fall 2018 to fall 2019. The retention is 67.13% based on 5032 students initially enrolled and 3378 students retained in a Louisiana institution of higher education (see Table 1).

| Table 1. Fall-to-Fall Retention of New First-Time Full-Time Students Associate Degree Seeking Students (BoR Data SPSRETN Report Data) | | | | | | |
|---|---|---|---|---|---|---|
| Initial Enrollment Fall | Retained to Fall | FTF Enrolled | Returned to LSU Eunice | Transferred in Louisiana | Retained in Louisiana | Retention Rate |
| 2011 | 2012 | 625 | 308 | 115 | 423 | 67.68 |
| 2012 | 2013 | 569 | 289 | 95 | 384 | 67.49 |
| 2013 | 2014 | 525 | 290 | 75 | 365 | 69.52 |
| 2014 | 2015 | 603 | 291 | 110 | 401 | 66.50 |
| 2015 | 2016 | 568 | 323 | 87 | 410 | 72.18 |
| 2016 | 2017 | 684 | 320 | 122 | 442 | 64.62 |
| 2017 | 2018 | 664 | 358 | 88 | 446 | 67.17 |
| 2018 | 2019 | 794 | 396 | 111 | 507 | 63.85 |
| Overall Totals: | | 5032 | 2575 | 803 | 3378 | 67.13 |

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the most recent retention was from fall 2019 to fall 2020.  A total of 678 students were enrolled in the cohort for fall 2019 with 348 of them returning to LSU Eunice and 86 transferring to another state institution within Louisiana for a total of 434 retained (see the Board of Regents SPSRETN PDF report below).  As a result, the retention rate is 64.01%.

Note that LSU Eunice had the highest retention of any two-year school in the State of Louisiana.

Given that the observed value of 64.01% < the historical benchmark of 67.13%, this objective is not met.

Attached Files
  SPSRETN.pdf

**Improvement Plan/ Changes Made:**
Given the influences of CV-19 and a hurricane the first week of classes in fall 2020, the plan is to monitor the retention.

In January 2021, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort. This initiative aims to strengthen the capacity of rural colleges to train students for careers that pay family sustaining wages in today's digital economy along with increasing the academic and economic success of low-income students, students of color, and other marginalized populations.

**AA 20-21 Policies and Procedures-Faculty**
**Objective Number: 5.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be assessed using the results from the Faculty Survey given each spring semester. The questions used on the faculty survey used for this assessment follow with the percentage of faculty that responded as agree or strongly agree (see Table 1).

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined.
- Q8 Faculty have a role in curricular development, change, and review.
- Q11 Employment and evaluation policies are clearly communicated to me.
- Q38 Promotion and tenure policies are carefully followed.

The choices on the faculty survey are

- strongly disagree
- disagree
- undecided
- agree
- strongly agree
- in 2018, a n/a or not applicable was added.

| Table 1. Mean calculations for faculty satisfaction agree or strongly agree (spring 2014-2020) as a percentage. | | | | | | |
|---|---|---|---|---|---|---|
| Spring | Q6 | Q8 | Q11 | Q38 | Mean | n |
| 2014 | 75 | 79 | 71 | 75 | 75.00 | 24 |
| 2015 | 68 | 86 | 64 | 59 | 69.25 | 22 |
| 2016 | 84 | 79 | 58 | 58 | 69.75 | 19 |
| 2017 | 90 | 90 | 75 | 65 | 80.00 | 20 |
| 2018 | 73 | 73 | 67 | 60 | 68.25 | 15 |
| 2019 | 83 | 86 | 69 | 43 | 70.25 | 29 |
| 2020 | 86 | 97 | 79 | 68 | 82.50 | 29 |
| weighted means | 80.30 | 85.39 | 69.69 | 60.88 | 74.06 | 158 |

The benchmark of 72.17% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2020. Meeting or exceeding the 74.06% will constitute success.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the spring 2021 faculty survey was sent out electronically in April 23 (38.98%) out of 59 eligible faculty members responding generating the following results (see PDF file below):

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (17/22 = 77.3%)
- Q8 Faculty have a role in curricular development, change, and review. (22/23 = 95.7%)
- Q11 Employment and evaluation policies are clearly communicated to me. (14/23 = 60.9%)
- Q38 Promotion and tenure policies are carefully followed. (12/23 = 52.2%)

It should be noted that the percentages for agree or strongly agree decreased in every case from the Spring 2020 survey (see Table 1). The bullet points below show the current percent compared to the means for the questions from spring 2014-2020:

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. (spring 2021 = 77.3% < mean from Table 1 = 80.3%)
- Q8 Faculty have a role in curricular development, change, and review. (95.7% > 85.4%)
- Q11 Employment and evaluation policies are clearly communicated to me. (60.9% < 69.7%)
- Q38 Promotion and tenure policies are carefully followed. (52.2% < 60.9%)

Calculating a simple mean from the spring 2021 results above yields a satisfaction rate of 71.5% which is below the average of 74.1% from Table 1.

Given that the observed value of 71.5% < the combined historical benchmark of 74.1%, this objective is not met.

Attached Files
 Policy and Procedures Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
This objective will be monitored for another academic year to determine if changes in administration of Academic Affairs and the forced remote work situation may have impacted faculty accessibility to policy review materials.


**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**

AA 20-21 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
Goal Number: 5
Progress: Delayed
Provided By: Academic Affairs
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement


**AY 20-21 Policies and Procedures-Academic Council**
**Objective Number: 5.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
Policy statements (see file below) under the purview of the VCAA will be reviewed annually by the Academic Council for clarity and conformity to best practices.

Attached Files
  LSU Eunice Policy Protocol.pdf

**Assessment/Evaluation/Measures/Strategies:**
In agreement with the revised policy protocol of November 4, 2020, 25% of the policies under the purview of Academic Affairs will be reviewed so that all policy statements are reviewed at least once every four years (see file below). There are currently ten Policy Statements under Academic Affairs.  They are:

- No 8 Appeal Procedures Available to Students
- No 12 Recruitment, Retention, Promotion, and Tenure of Faculty Members
- No 33 Use of LSU Eunice Facilities and Premises
- No 35 Faculty Grievance Procedure
- No 46 Guidelines for Faculty Workloads
- No 47 Continuing Education and Extension Activities
- No 59 Intellectual Property

- No 62 Academic Honorifics: Chairs, Professorships, Lectureships, & Awards
- No 74 Principal Investigator's Manual for Research Involving Human Subjects
- No 83 Grants and Sponsored Programs

Attached Files

[LSU Eunice Policy Protocol.pdf](#)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the following policies under Academic Affairs were under review:

- No 8 Appeal Procedures Available to Students (delayed - awaiting reorganization of Liberal Arts and Sciences and Mathematics in fall 2021).
- No 12 Recruitment, Retention, Promotion, and Tenure of Faculty Members (sent to HR on 1/25/21...see PDF of email below).
- No 35 Faculty Grievance Procedure (sent to HR on 1/25/21...see PDF of email below).
- No 47 Continuing Education and Extension Activities (sent to Dr. Hamlin on 4/26/21...see PDF of email below).
- No 74 Principal Investigator's Manual for Research Involving Human Subjects (Policy being under review as of June 14, 2021).

Note that none of the Policy Statements have been examined by Academic Council as of this writing on June 23, 2021 because they are in various stages of being reviewed.

Because these policies have not been taken to Academic Council for review, this outcome is delayed.

Attached Files
[1-25-21 email sent to HR.pdf](#)
[4-26-21 Email Sent to Dr Hamlin.pdf](#)

**Improvement Plan/ Changes Made:**
Work on policies through AY 2021-2022 as reorganization takes place.

**RELATED ITEMS**-----------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    AA 20-21 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.
    Goal Number: 5
    Progress: Delayed
    Provided By: Academic Affairs
    Budget Information: none (existing)
    Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Dual enrollment and LSU Eunice Academy

**DEAC 20-21 Increase Enrollment**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  The LSUE Academy will increase student enrollment for Fall 2020 semester over the mean enrollment from prior fall semesters.

Old Objective:  The LSUE Academy will increase student enrollment for Fall 2020 semester over Fall 2019 (the prior fall) semester.

Rationale:  The new objective now permits the Academy fall enrollment to be benchmarked on an average instead of just the year prior to the year being assessed.

**Assessment/Evaluation/Measures/Strategies:**
To continue to increase the enrollment in the LSUE Academy, the benchmark for the Fall 2020 enrollment will meet or exceed the mean unduplicated Fall enrollment of **81** students and exceed the mean Fall credit hours of **901** (see Table A. LSUE Dual Enrollment and Academy Historical Data).

In years prior, the assessment of this objective was benchmarked on the prior fall's raw numbers. The benchmark for Fall 2021 has changed from just the fall prior to using the mean of the fall enrollments from the years prior to the current year under review.

Attached Files
  LSUE Dual Enrollment and Academy Historical Data.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

In October 2019, the Director of Dual Enrollment and Academy emailed all counselors in the area to schedule meeting dates for school-based information meetings for 11th and 12th graders and after school meetings for parents interested in Dual Enrollment.  These informational meetings were scheduled to be held between January 22nd - May 1.  Due to the Covid-19 pandemic, many of these scheduled meetings were cancelled or transitioned to online Zoom meetings.  On August 20th, 2020, an online Zoom LSUE DE informational meeting was held for all students and parents interested in LSUE Academy and DE courses (see documentation of a recorded DE pre-semester meeting held August 20th below).

In Fall 2020, the LSUE Dual Enrollment and Academy websites will be merged into one website and updated to reflect current DE information.

For AY 2020-2021, the Fall 2020 enrollment for the LSUE Academy was 121 unduplicated students enrolled in 1406 credit hours (See Fall Enrollment 2020 first name).

Given that

- the observed number of unduplicated students for Fall 2020 = 121 > than the benchmark of 81 unduplicated students and
- the observed number of credit hours for Fall 2020 = 1406 > than the benchmark of 901 credit hours

this objective was met.

Attached Files

  recorded DE presemester info meeting Aug 20.pdf
  Fall Enrollment 2020 first name.pdf

**Improvement Plan/ Changes Made:**
The Director of Dual Enrollment will continue to host in person information meetings as well as online Zoom informational meetings for interested LSUE Academy students.

The LSUE Dual Enrollment website will include improved recruitment material.

A Dual Enrollment informational video will be added to the LSUE Dual Enrollment website (currently being edited by Public Relations).

**RELATED ITEMS----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    DEAC 20-21 Maintain an effective LSUE Academy
    Goal Number: 1
    Progress: Completed
    Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DEAC 20-21 Assessment of Incoming Students**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The LSUE Academy will assess incoming students for academic readiness for AY 2020-2021.

**Assessment/Evaluation/Measures/Strategies:**
The benchmark for admittance into the LSUE Academy was established by the Louisiana Board of Regents.  These benchmarks were as follows:  a sub-score of 19 in Math and/or 18 in English.  LEAP 2025 scores of mastery or advanced on Geometry and/or English II provide eligibility for corresponding courses. Students could also use a score of 250 or higher on the Next Generation Accuplacer QRAS and/or 250 or higher on the Next Generation Accuplacer Exams Writing for admittance.

A counselor recommendation was also permitted this school year.  Students were able to use a combination of eligibility tools for admittance into Dual Enrollment.  The benchmarks are established by the Board of Regents Eligibility for Dual Enrollment policy for the ACT and the Board of Regents for ACCUPLACER (see AA 2.22 file below). Due to Covid-Restrictions the BOR passed an Emergency Interim Policy for Dual Enrollment Placement and Admissions for AY 2019-2020 and have continued that Interim Policy into AY 2020-2021 (see attached).

Attached Files
  AA2-22-Dual-Enrollment-2019-0114
  Emergency-Interim-Policy-for-Dual-Enrollment-Placement-and-Admissions-Updated-August-13-2020.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, all students met or exceeded the test requirements set by the Board of Regents (See Fall 2020 Academy test scores).

Since the requirements were met or exceeded, the objective was met.

Attached Files
  Fall 2020 Academy Test scores_lno.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, continue to review student's ACT and LEAP2025 scores to determine student's eligibility based on Board of Regents Dual Enrollment eligibility requirements.  Students who do not meet the eligibility requirements will utilize the LSUE testing center for ACCUPLACER Next Generation testing.

**RELATED ITEMS-----------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        DEAC 20-21 Maintain an effective LSUE Academy
        Goal Number:1
        Progress: Completed
        Provided By: Dual enrollment and LSU Eunice Academy
        Budget Information: budget currently exists (none)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
                New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DEAC 20-21 LSUE Academy Fall to Spring Retention**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Academy students will be retained from the Fall to Spring Semester.

**Assessment/Evaluation/Measures/Strategies:**
Updated methodology and benchmark:  The methodology will remain the same in that all students (not just first-time students) registered on the 14th day for fall will be used as the original n. The n retained in spring on the 14th day will be used as the number of students retained and a percentage formed. The benchmark for the current year will be generated by calculating the historical fall to spring mean percentage retained (see Table B in the LSUE Dual Enrollment and Academy Historical Data PDF file below). The current value is 94.8%.

Old methodology and benchmark:  The benchmark was generated by using the fall to spring retention for the year prior to the year being reviewed.

Rationale:  The updated methodology will allow for a historical average to be used benchmark instead of just the year prior.

Attached Files
  LSUE Dual Enrollment and Academy Historical Data.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met.

In Fall of 2020, all new Academy students were enrolled in UNIV1000 Freshman seminar. This course is designed to provide students with study skills, organizational skills, reading skills, and time management skills.  (See UNIV1000 syllabus)

In Fall of 2020, students who had a grade of D or F at midterm were placed on Academic Intervention.  Students were required to complete weekly tutoring in these subject areas.  If a student did not return to their high school to take any courses, the weekly counselor signature was not required (see FA 20 Academic Intervention Forms PDF below).

For AY 2020-2021, 93.38% (113 out of 121) of Fall 2020 Academy students returned to the LSUE Academy for the Spring 2021 semester.

Since,
- 93.4% of students were retained in from Fall 2020 - Spring 2021 < the fall to spring historical retention = 94.8% (see Fall to Spring Retention 2020-2021 PDF file below. The highlighted students were not retained.)

this objective was not met.

Note:
In Spring 2021, many school districts instituted a new policy that did not allow Dual Enrollment students who made a D or F in a core course in Fall 2020 to return to dual enrollment for Spring 2021.

In addition, COVID-19 had an impact on AY 2020-2021.  Fall 2020 classes had to be taught utilizing a combination of face-to-face meetings and online (Zoom) meetings.  This combination instructional format had an impact on students who do not perform well in virtual settings.

Fall 2020 was also impacted by two major hurricanes that caused major long term power outages that impacted students' ability to utilize the Internet to participate in online learning formats.

The combination of the social, mental, and physical impacts of COVID-19 and the impacts of the hurricanes, caused many students to experience great anxiety and depression that had an impact on students academically.

Attached Files
  FA 20 Academic Intervention forms.pdf
  Fall to Spring retention 2020 - 2021 first name.pdf
  UNIV1000 syllabus (1).pdf

**Improvement Plan/ Changes Made:**
Continue to implement new attendance policy that requires Academy students to verify daily attendance using I-clicker. Students must be on campus to verify attendance.  High school administration will be notified after 3 unexcused absences.

Hold a mandatory 2-day Boot Camp in the Summer for first time Academy students that will provide academic skills and knowledge.  During the boot camp, sessions will be held covering concepts such as time management, study skills, textbook resources, and background content in introductory subject areas (Math, Science, English).  The Director of Dual Enrollment believes that providing these skills prior to the start of the students first Fall semester will increase academic success and thereby increase student retention.

Director of IE's note:  I believe this objective is also having an issue with the "ceiling effect" because the retention is in the mid-90s. We may want to state that the number obtained be within ± 2 or 3% of the historical value. This issue should be monitored over the next year given the lingering effects of COVID-19 as we begin fall 2021.

**RELATED ITEMS-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
DEAC 20-21 Maintain an effective LSUE Academy
Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists (none)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DEAC 20-21 LSUE Academy Fall to Fall Retention**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
11th grade LSUE Academy students will be retained from Fall semester to the following Fall semester.

Note that this objective runs behind one year in order to meet reporting deadlines.  As a result, for the AY 2020-2021 reporting year, retention for Academy Students entering in fall 2019 and retained to fall 2020 will be examined.

**Assessment/Evaluation/Measures/Strategies:**

Updated methodology and benchmark:  The methodology will remain the same in that new 11th graders registered on the 14th day for the initial fall will be used as the original n. The n retained on the 14th day of the next fall will be used as the number of students retained and a percentage formed. The benchmark for the current year will be generated by calculating the historical fall to fall mean percentage retained (see Table C in the LSUE Dual Enrollment and Academy Historical Data PDF file below). The current value is 83.25%.

Old methodology, benchmark, and rationale:  The benchmark was generated by using the fall-to-fall retention for the year prior to the year being reviewed.

Rationale:  The updated methodology will allow for a historical average to be used as the benchmark instead of just the year prior.

Attached Files
    LSUE Dual Enrollment and Academy Historical Data.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021 examining the fall 2019 to fall 2020 retention, a total of 90 new Academy students were admitted in Fall 2019 (see fall 2019 - 2020 applicant Test Data file below) with 37 students classified as an 11th grader and eligible to return.  A total of 31 out of 37 students (83.7%) were retained to Fall 2020 (See 11th graders returning...2020 file below-highlighted students did not return).

One student did not return due to an outstanding tuition balance from the spring semester which prevented her from registering for fall courses.  One student was no longer interested in taking courses on the college campus for the senior year.  Four of the students did not return for the spring semester due to inadequate progress in courses based on final course grades.

Since the observed Academy retention of 83.7% > the historical benchmark of 83.25% for new first-time academy students classified as an 11th grader and eligible to return, this objective was met.

Attached Files
    Fall 2019 - 2020 Applicant Test Data.pdf
    11th graders returning student comparison Fall 2019 - Fall 2020.pdf

**Improvement Plan/ Changes Made:**
Monitor since this objective was shifted back one year along with environmental issues such the effects of COVID-19.

**RELATED ITEMS--------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        DEAC 20-21 Maintain an effective LSUE Academy

Goal Number: 1
Progress: Completed
Provided By: Dual enrollment and LSU Eunice Academy
Budget Information: budget currently exists (none)
Start: 11/1/2020
End:10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DEAC 20-21 Compare New FF Academy Students to new FF LSUE Students**
**Objective Number: 1.5**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  New first-time Academy students overall grade point averages (GPAs) will equal or exceed the GPAs of new first-time students who are not members of the Academy.

Old Objective:  New first-time Academy students overall grade point averages (GPAs) will be compared to new first-time LSUE general students.

Rationale:  The original objective did not state the requirement to be met in the comparison (equal or exceed).

**Assessment/Evaluation/Measures/Strategies:**

In AY 2020-2021, the average Fall Semester GPA and Spring Semester GPAs for all new first-time LSUE Academy students will exceed the average (mean or median) Fall and Spring semester GPAs for the new first-time students.

Institutional Research Reports will be used to generate the data.

The benchmark will be generated from the GPAs of new first-time students not participating in the Academy.

**Assessment/Evaluation Results (Progress Report):**
For AY2019-2020, this objective was met.

For AY 2020-2021, first time academy students were enrolled in UNIV 1000.  This course provided new Academy students with lessons relevant to the skills needed to be successful in college.  (See UNIV 1000 syllabus PDF file below)

In Fall 2020, the LSUE Director of Dual Enrollment and Academy implemented a new attendance requirement.  Students were required to log their attendance on campus utilizing an app called I-clicker.  As a student reached more than 3 absences, the student's high school administrators were notified.  (See Attendance email below)

For AY 2020-2021, all first-time students enrolled in the LSUE Academy in the fall obtained a mean fall semester GPA of 3.021.  LSUE first time freshman in the Fall obtained a mean Fall semester GPA of 2.156.

For Spring 2021, new first-time students in the academy had a GPA of 3.112 compared to the student body that had a mean GPA of 2.092 (see GPA Comparison LSUE Academy and LSUE First-time Freshman).

Given that the LSUE First time Academy students

- Fall 2020 GPA of 3.021 > LSUE First-time Freshman Fall 2020 GPA of 2.156 and
- Spring 2021 GPA of 3.112 > LSUE First-time Freshman Spring 2021 GPA of 2.092

the objective was met.

Attached Files
  UNIV1000 syllabus (1).pdf
  Attendance email.pdf
  GPA Comparison - LSUE Academy and LSUE First-time Freshman.pdf

**Improvement Plan/ Changes Made:**
Provide email to DE students at the beginning of the semester regarding tutoring resources and textbook resources that will assist academic success.

Continue to enforce LSUE dual enrollment course eligibility requirements for English and Math that are more restrictive than the Board of Regents interim eligibility requirements. The Board of Regents allows a Counselor Recommendation for Dual Enrollment.  LSUE Administration feels that students should meet minimum standard eligibility for English and Math courses so the counselor recommendation will not be accepted for enrollment into these courses.

Continue to monitor student attendance and report excessive absences to school administration.

**RELATED ITEMS----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    DEAC 20-21 Maintain an effective LSUE Academy
    Goal Number: 1
    Progress: Completed
    Provided By: Dual enrollment and LSU Eunice Academy
    Budget Information: budget currently exists (none)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**DEAC 20-21 Increase Enrollment**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
<span style="color:red">New Objective:</span>  The LSUE Dual Enrollment Program will increase student enrollment.

Old Objective:  The LSUE Dual Enrollment Program will increase student enrollment for Fall 2020 over the initial Fall 2019 semester.

Rationale:  The elimination of specific semesters allows the use of an historical mean for a benchmark.

**Assessment/Evaluation/Measures/Strategies:**
Updated methodology and updated benchmark:  The methodology will remain the same in that enrollment data will come from the 14th day census generated by Institutional Research.  However, the benchmark will be changed to become a mean of the prior fall semesters prior to the year being assessed instead of just the year before the year being assessed.

Benchmark is fall enrollment = 410 students and student credit hours = 1646 (see LSUE Dual Enrollment and Academy Historical Data Table D in the PDF file below).

Old methodology:  Increase dual enrollment above fall 2019 = 374 students and 1632 credit hours.

Rationale:  The historical mean or median allows changes in enrollment to compensate for fluctuations over several years.

Attached Files
  LSUE Dual Enrollment and Academy Historical Data.pdf
  Fall 2019 DE credit hours.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met.

During the AY 2019-2020, the Director of Dual Enrollment worked to expand the number of districts and schools partnering with LSUE for dual enrollment.  Avoyelles Parish and Vermillion parishes partnered with LSUE for the 2020-2021 school year to offer dual enrollment courses at 6 new high schools. Notre Dame High school and North Central High school offered dual enrollment courses on their high school campuses for the first time.

In October 2019, the Director of Dual Enrollment and Academy emailed all counselors in the area to schedule meeting dates for school-based information meetings for 11th and 12th graders and after school meetings for parents interested in dual enrollment.  These informational meetings were scheduled to be held between January 22nd - May 1.  Due to the Covid-19 pandemic, many of these scheduled meetings were cancelled or transitioned to online Zoom meetings.  On August 20th, 2020, an online Zoom LSUE dual enrollment informational meeting was held for all students and parents interested in LSUE Academy and dual enrollment courses. (See LSUE DE pre-semester informational meeting 8-20-2020).

The LSUE Director of Academy worked with the Office of Information Technology and the Office of Student Affairs to develop an online LSUE Dual Enrollment orientation. All dual enrollment students who register for courses for the first time are required to complete an online LSUE Dual Enrollment orientation. The LSUE Dual Enrollment orientation was previously conducted by the LSUE adjunct professor and was not always

consistent and completion of orientation was difficult to track. The new online orientation enables LSUE OIT to track and log completion of the orientation for all DE students. The new online orientation was implemented Summer 2019. (See LSUE DE online orientation for DE students). The online DE orientation had not changed and has been the same for Summer 2019-fall 2020.

For AY 2020-2021, in Fall 2020, LSUE Dual Enrollment had 560 students enrolled in 3181 credit hours. (See Dual Enrollment roster FA2020)

Given that

- the observed number of unduplicated DE students for Fall 2020 = 560 > than the benchmark of 410 students and
- the observed number of credit hours for Fall 2020 3181 > than the benchmark of 1646 credit hours

this objective was met.

Attached Files
  LSUE DE online orientation for DE students.pdf
  Dual Enrollment_roster FA2020.pdf
  LSUE DE pre-semester informational meeting 8-20-2020.pdf

**Improvement Plan/ Changes Made:**
Continue to work with partner districts to best utilize funding sources to assist students with tuition payments.

Continue to implement the online orientation for all new dual enrollment students.

Work with LSU and LSUA to develop a system-wide dual enrollment program that will include joint recruitment efforts.

**RELATED ITEMS---------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      DEAC 20-21 Maintain an effective Dual Enrollment program
      Goal Number: 2
      Progress: Completed
      Provided By: Dual enrollment and LSU Eunice Academy
      Budget Information: budget currently exists (none)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Federal/State Grants and Contracts

**GRAN 20-21 Grant Training**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty and staff members will have access to grant development training.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark:  For Academic Year 2020-2021, this objective will be met if the previous benchmark (reaching thirty-eight (38) faculty and staff members) is met or exceeded.  Information about potential grant sources was provided to 100% faculty members.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Director of Grants provided guidance and direction to forty (40) faculty and staff members on various sponsored programs and foundation-based grants. Faculty and staff had access to grant development training, one-on-one orientations, or simply a review of a request for proposal (RFP) of interest (reference BoR RFP Announcement Email to Faculty & Staff PDF file below).

The last classroom training was conducted on August 20, 2020.  A spring semester classroom training was not provided (see Grant Workshop Sign In Roster PDF file below).

Louisiana Board of Regents opportunity announcements were provided to 100% faculty members via email (reference BoR RFP Announcement Email to Faculty & Staff PDF file below).  The Director of Grants reviews daily sponsored program announcements from Grants.gov and SPIN, LSU's grant search engine, and sends relevant announcements via email to faculty, Deans, staff, etc., for their consideration (reference Government Grant Opportunity Emails PDF file below).   Grant development resources and reference materials are available to faculty and university staff on the Office of Grants section of the LSUE website.  Finally, Grants.gov and SPIN are both accessible to all faculty and staff from the Office of Grants webpage who which to establish an account to research opportunities.

Given that the observed value of 40 > the benchmark of 38, this objective is met.

Attached Files
  Grant Workshop Sign In Roster.pdf
  Government Grant Opportunity Emails.pdf
  BoR RFP Announcement Email to Faculty & Staff.pdf

**Improvement Plan/ Changes Made:**
Future presentations will include in-person and Zoom grant workshops due to continued coronavirus concerns. Workshops will be recorded so that individuals not able to attend can view at a later time.  The Director of Grants is committed to advising faculty and staff on grants and grant applications through Zoom meetings, phone, or via email.  One-on-one meetings are also an option following COVID-19 meeting protocols.

**RELATED ITEMS----------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> GRAN 20-21 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
> Goal Number: 1
> Progress: Completed
> Provided By: Federal/State Grants and Contracts
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
>> **RELATED ITEM LEVEL 2**
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>> New Number Identifier Field: 1. Ensure Access
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
>> New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**GRAN 20-21 Grant Submissions**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Grants will be submitted annually to enhance LSU Eunice academic programs.

**Assessment/Evaluation/Measures/Strategies:**
Based on past history, a minimum of three grants will be submitted.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of seven (7) grant proposals were submitted, of which four (4) were awarded totaling $349,967.56 as of this reporting.

- The seven grant applications include: LCTCS Workforce Training Rapid Response RADT Program grant developed by Joseph Cilano, submitted on December 2, 2020, and awarded on December 10, 2020 (reference files 1 and 2 below).
- Carl D. Perkins Basic Local Application Plan grant developed by Joseph Cilano, submitted on June 17, 2020, and awarded August 26, 2020 (reference file 3 below).
- Perkins Carryover grant application was submitted by Joseph Cilano on February 9, 2021 and awarded April 13, 2021.
- the American Association of Community Colleges Equity Transfer Initiative (ETI) grant application was submitted on December 12, 2020, by Dr. John Hamlin and Joseph Cilano – LSUE was advised on January 22, 2021, that it was not awarded this grant.
- the Achieving the Dream Building Resiliency in Rural Communities grant application developed by Dr. Jessica Jones was submitted on December 10, 2020. This grant was awarded (reference files 4 and 5).
- The Louisiana Department of Education Jump Start JAG grant application developed by Lacye Hamilton was submitted March 5, 2021, and approved April 20, 2021.
- Finally, the U.S. Department of Labor – Delta Regional Authority grant application in the amount of $846,239.00 was submitted on July 21, 2021 – notification is expected by September 30, 2021 (reference files 6 and 7 below).

Given that the observed value of grants submitted of 7 > the historical benchmark of 3, this objective is met.

Attached Files

5 ATD Acceptance Email 1-5-21.pdf
4 ATD Rural Cohort RFP Application.pdf
8 US DOL DRA Grant SubmissionPDF-GRANT13428832.pdf
7 US DOL DRA Grant Application Submission Confirmation Email.pdf
3 Perkins Basic FY 21 22 Grant Submission Confirmation Email.pdf
2 Workforce Training Rapid Response RADT Grant Submission Email.pdf
1 LSUE Workforce Training Rapid Response RADT Program Enhancement.pdf

**Improvement Plan/ Changes Made:**
At the beginning of each fiscal year, the Director of Grants will make a presentation to faculty on how the Office of Grants can support their grant initiatives.  The Director of Grants will continue to advise faculty and staff of grant opportunities through various means (email, one-on-one meetings, and presentations) and how project awards can benefit their respective programs.  Zoom presentation recording will allow for future reference if people are unable to attend in-person workshop.

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    GRAN 20-21 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
    Goal Number: 1
    Progress: Completed
    Provided By: Federal/State Grants and Contracts
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**GRAN 20-21 Perkins CTE Grant**
**Objective Number: 1.3**

**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education (CTE) programs annually.

**Assessment/Evaluation/Measures/Strategies:**
Spring and fall Perkins budget development process will identify needed and allowable equipment, supplies, travel, professional services, and operating services for CTE programs; Perkins funds will be spent according to budget categories; Perkins reports will be filed on time monthly, quarterly, and at grant close-out annually; Perkins activities will be designed to implement the annual Local Application Plan.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Director of Grants / Carl Perkins Coordinator worked with each Career and Technical Education (CTE) Dean, Program Director / Manager, and external stakeholders in developing the Fiscal Year 2020-2021 Perkins V Local Application Plan (reference file 1 below).  Planning began December 2020 and continued into the spring semester 2021 with a submission date of June 17, 2021 and a substantial approval on July 19, 2021.

Following previous planning objectives, the development process began during the April to May 2021 timeframe as the Director of Grants began working with CTE program directors soliciting their "wish lists" to develop the Local Application Plan (LAP) budget (reference file 2 below).  Relevant stakeholders were involved with updating and providing feedback on the LAP narrative and programmatic content. There are twelve (12) CTE programs included in the funding request:  Nursing; Respiratory Care; Radiologic Technology; Diagnostic Medical Sonography; Surgical Technology; Computer Information Technology; Fire and Emergency Services; Criminal Justice; Management; and the Certificate programs of Medical Billing and Coding; Accounting Technology: Account Clerk; and Fire Service Technology.  As the new LAP was in the process of development, on-going maintenance of the FY 2020-2021 Perkins Basic and Carryover grant continued, and the Basic grant period was extended into this reporting period (July 31, 2021) to accommodate statewide colleges because of electronic equipment delays.

Because the tasks associated with the Perkins Grants were completed, this objective is met.

Attached Files
  2 Perkins Wish List Email to CTE Faculty.pdf
  1 LSUE FY 21 22__Perkins V_ApplicationPDF.pdf

**Improvement Plan/ Changes Made:**

On-going methods to improve budget requests during the academic year to ensure full utilization of Perkins funds.  Perkins Carryover funds will be planned accordingly to supplement priority program needs not funded through Perkins Basic.

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**
GRAN 20-21 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.
Goal Number: 1
Progress: Completed
Provided By: Federal/State Grants and Contracts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**GRAN 20-21 Grant Guidelines**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.

**Assessment/Evaluation/Measures/Strategies:**
All Enhancement grant managers, 100% of public and private grant recipients, will receive contracts that outline reporting responsibility, allowable expenditures (see expenditure file #1 below), and management process for Board of Regents grants; all managers of Department of

Education grants will maintain current copies of EDGAR and applicable federal circulars for grant management; Perkins Coordinator and Office of Business Affairs will receive training and print materials relating to correct implementation of the Perkins grant. Grants managers will follow LSU Eunice grants policy (see grants PS NO 83 #2 file below).

Attached Files
  #1 Expenditures
  #2 PS 83 Grants and Sponsored Programs.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Director of Grants / Carl Perkins Coordinator follows grant management expectations according to the Louisiana Community Technical College System's (LCTCS) Carl D. Perkins – Perkins V State Plan approved by OCTAE as well as the Department of Education's EDGAR grant financial management online manual (reference documentation #1 below).  The Director of Grants also monitors the Grants dedicated emails to ensure P.I.'s are advised of all reports and due dates.  The Director of Grants sends internal Outlook invitations to mark important due dates on P.I.'s Outlook calendars.  The Director of Grants and Principal Investigators follow guidance established in the LSU Eunice Policy Statement 83 Grants and Sponsored Programs.

The Director of Grants secured a LCTCS Workforce Training Rapid Response program enhancement grant for Louisiana State University at Eunice's Radiologic Technology Program.  This LCTCS grant requires that the P.I.s manage their projects according to the approved grant objectives and timelines while adhering to the financial expectations of their respective budgets.  The Director of Grants / Carl Perkins Coordinator sends out reminders on reporting submissions and purchasing due dates to ensure P.I.s understand timelines, allowable amounts, reporting, etc. (reference email documentation below).  The Director reviews and approvals all purchases in LSUE's Workday.

The Director of Grants and Director of Accounting attended EDGAR training on March 18, 2021, for Perkins V (documentation #2 below). This is a requirement to manage Carl Perkins funds in the State of Louisiana.

Because the guidelines were provided to grant recipients, this objective was met.

Attached Files
  #1 RE_ Rapid Response Award.pdf
  #2 EDGAR Training 2021.pdf

**Improvement Plan/ Changes Made:**
The Director of Grants / Carl Perkins Coordinator will continue to provide hands-on guidance to P.I.s, send grant management information to them, and develop tracking tools to manage expenditures.

**RELATED ITEMS**-----------------------------------------------------------

**RELATED ITEM LEVEL 1**
GRAN 20-21 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
Goal Number: 2
Progress: Completed
Provided By: Federal/State Grants and Contracts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**GRAN 20-21 Adherence to Grant Guidelines**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Sponsored programs' expenditures will be reviewed to promote compliance with funders' guidelines and federal, state, system, and institutional policies and procedures for fiscal matters.

**Assessment/Evaluation/Measures/Strategies:**
The Director of Grants and Development will review all, 100%, budgets and planned expenditures of grant resources.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Director of Grants reviews and approves all (100%) budget and planned expenditures in LSUE's Workday throughout the academic year.  Additionally, at the end of each month and prior to seeking reimbursement requests from LCTCS Perkins, the Director reviews grant tracking spreadsheets to ensure accuracy of acquisitions by P.I.s to ensure fiscal matter policies are followed.   A tracking spreadsheet (reference documentation below) was developed as a tool for P.I.s to monitor their monthly equipment and supply acquisition progress.  These tools aid not only the P.I.s, but also the Director of Grants to ensure grant objectives are met and budgets are in compliance according to LCTCS Policies Manual and EDGAR.

Because all expenditures were reviewed, this objective was met.

Attached Files
  Perkins FY 2021 Basic and Carryover Expenditure Tracking.pdf

**Improvement Plan/ Changes Made:**
The Director of Grants will work with Program Directors to provide quarterly status reports on their Carl Perkins program purchases (and other sponsored programs), remaining request of purchase, conference travel, etc.

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      GRAN 20-21 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.
      Goal Number: 2
      Progress: Completed
      Provided By: Federal/State Grants and Contracts
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

## Health Sciences and Business Technology

### Accounting Technology, Account Clerk (CTS)

**ATC 20-21 (CTS) Professional Competency**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon completion of the Certificate of Technical Studies in Accounting Technology: Account Clerk, the student will receive specialized classroom instruction and practical experiences to prepare for employment as accounting clerks and assistants.

Upon completion of Accounting Technology:  Accounting Clerk CTS Program, students will
- Prepare financial statements.
- Prepare accounting reports for use by management.
- Demonstrate the ability to use of accounting software packages.

The student learning outcomes for the program are based on the courses below (see respective files below):

ACCT 2001 (Face-to-Face and Online) Introduction to Financial Accounting - Upon completion of this course, students will
- Prepare financial statements in accordance with generally accepted accounting principles.
- Prepare journal entries to record business transactions.

ACCT 2101 (Face-to-Face and Online) Introduction to Managerial Accounting - Upon completion of this course, students will
- Prepare a production cost report.
- Calculate the breakeven point.

ACCT 2105 (Face-to-Face) Quick Books Accounting with Payroll - Upon the completion of this course, students will be proficient in using
- and applying QuickBooks software for Service Companies.
- and applying QuickBooks software for Merchandising Companies.

Program outcomes updated on April 22, 2018.

Attached Files

Accounting 2101 Syllabus - Fall 2020.pdf
Accounting 2001 Syllabus - Fall 2020.pdf
Accounting 2105 Syllabus - SPRING 2021.pdf

**Assessment/Evaluation/Measures/Strategies:**
The program outcomes and student learning outcomes will be directly assessed through embedded questions on internally created assignments and exams in each course regardless if the courses are offered online or face-to-face.  All students taking the final exams will be assessed (i.e., no sampling).

The benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, there were two face-to-face sections offered at the LSUE face-to-face site only and two full-term online sections of ACCT 2001 (Introduction to Financial Accounting).  There were 100 students enrolled on the census dates for the fall 2020 and spring 2021 semesters with 75 (75%) of them being directly assessed for student learning. The results on the student learning outcomes were:

- **Overall, both face-to-face and online** = 87% (compared to 89% for AY 2019-2020)
- Financial statements = 83% (compared to 81% for AY 2019-2020)
- Journalize transactions = 93% (compared to 96% for AY 2019-2020)
- n = 75 (compared to 71 students for AY 2019-2020)

- **Overall LSUE face-to-face only** = 88%
- Financial statements = 87%
- Journalize transactions = 95%
- n = 40

- **Overall Online full-term students only** = 85%
- Financial statements = 79%
- Journalize transactions = 91%
- n = 35

The data indicates that both online and face-to-face students scored similarly with both exceeding the benchmark of 70%. Combining both yielded that students scored an 87% overall, and 83% on financial statements, and a 93% on journalizing transactions. Comparing AY 2020-2021 data with the scores from AY 2019-2020 found that students performed in a similar fashion in both academic years.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2020-2021 with two being full-term online and two being face-to-face.  In all, a total of 60 students were enrolled on the 14th class day with 49 (81.7%) students being assessed for SLOs. The results were as follows:

- **Overall, both face-to-face and online** = 75% (compared to 83% for AY 2019-2020)
- Production cost report = 66% (compared to 76% for AY 2019-2020)
- Breakeven point = 93% (compared to 89% for AY 2019-2020)
- n = 49 (compared to 55 students for AY 2019-2020)

- **Overall face-to-face only** = 67%
- Production cost report = 60%
- Breakeven point = 96%
- n = 19

- **Overall full-term online only** = 79%
- Production cost report = 69%
- Breakeven point = 92%
- n = 30

Online students score 12 percentage points higher than the face-to-face scoring at 67% with both groups having some difficulty with the production cost report. Please keep in mind the n = 19 for the LSUE face-to-face sections which may or may not be representative of the population parameters. Comparison of the LSUE face-to-face results from the current year at 60% to last year at 71% indicate that students always have difficulty with the production cost report. Regardless of the data from the individual outcomes, the overall at 75% met the 70% benchmark.

Finally, for **ACCT 2105** (Quick Books Accounting with Payroll), a total of five students were enrolled in one full-term online section for spring 2021 only.  Three (60%) of the students were assessed for learning.

- **Overall full-term online only** = 100% (compared to 97% for AY 2019-2020)
- Software for service companies = 100% (compared to 97% for AY 2019-2020)
- Software for merchandising companies = 100% (compared to 96% for AY 2019-2020)
- n = 3 (compared to eight students for AY 2019-2020)

Caution is urged in any generalizations given the low n. Given the low n = 3, the results indicated that the students from AY 2020-2021 performed in a similar fashion to those from the previous year.

Given that the observed value of

- 87% for ACCT 2001 > the established benchmark of 70%,
- 75% for ACCT 2101 > the established benchmark of 70%, and
- 100% for ACCT 2105 > the established benchmark of 70%

this objective is met.

**Improvement Plan/ Changes Made:**
Even though the outcomes were met, faculty believe they can increase student learning by doing the following:

**ACCT 2001**
Online Fall 2020:  make videos to help students and assign homework (see Attachment 1 below)
LSUE Face-to-Face Fall 2020:  create better study plans and reviews; increase student participation (see Attachment 2 below).

**ACCT 2101**
LSUE Face-to-Face Fall 2020:  assign representative homework problems and work them with students (see Attachment 3)
LSUE Face-to-Face Spring 2021:  Create a comprehensive review of the materials prior to completing the assignment (see Attachment 4).

**ACCT 2105**
Online Spring 2021:  Create a comprehensive review for students (see Attachment 5).

Attached Files
  2 ACCT 2001 LSUE Face-to-Face SLO Report FA 2020.pdf
  1 ACCT 2001 Online SLO Report FA 20.pdf
  3 ACCT 2101 LSUE Face-to-Face SLO Report FA 20.pdf
  4 ACCT 2101 LSUE Face-to-Face SLO Report SP 2021.pdf
  5 ACCT 2105 Online SLO Report SP 2021.pdf

**RELATED ITEMS**----------------------------------------------------------------
       **RELATED ITEM LEVEL 1**
       ATC 20-21 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
       Goal Number: 2
       Progress: Completed
       Provided By: Accounting Technology, Account Clerk (CTS)
       Budget Information: none (existing)
       Start: 11/1/2020
       End: 10/31/2021

           **RELATED ITEM LEVEL 2**
           To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ATC 20-21 (CTS) Placement**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Accounting Technology - Accounting Clerk (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 59.1% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, one student completed the Accounting Technology program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Accounting Technology, Account Clerk, CTS, Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Total Number of Completers | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 0 | | | | | |
| FA 13 - SP 14 | 0 | | | | | |
| FA 14 - SP 15 | 10 | 1 | 3 | 2 | 4 | 0 |
| FA 15 - SP 16 | 7 | 0 | 1 | 0 | 1 | 0 |
| FA 16 - SP 17 | 4 | 0 | 0 | 0 | 0 | 4 |
| SP 18 - SU 18 | 0 | | | | | |
| FA 18 - SP 19 | 5 | 0 | 1 | 1 | 3 | 0 |
| SU 19 - SP 20 | 1 | 0 | 0 | 0 | 0 | 1 |
| Total | 26 | 1 | 5 | 3 | 8 | 4 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | 59.09 | |

The results indicated that the one student could not be contacted.  Given that only one student completed and could not be contacted, the results are inconclusive.

**Improvement Plan/ Changes Made:**
Monitor results until the number of students completing the program increases.

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS**-----------------------------------------------------------
        **RELATED ITEM LEVEL 1**
        ATC 20-21 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.
        Goal Number: 2
        Progress: Completed
        Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Administrative Technology Specialist (CTS)*

**ATS 20-21 (CTS) Professional Competency**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
Upon satisfactory completion of this curriculum students will be qualified to enter the business world as an Administrative Assistant. The student will demonstrate the skills to meet the challenges of today's business environment as an Administrative Technology Specialist.  The program outcomes are upon the completion of the Administrative Technology Specialist Program, the student will:
1.  Utilize typical software as needed in the particular office setting.
2.  Prepare professional correspondences.
3.  Display professionalism.

These program outcomes will be assessed using ISDS 2100 (Microcomputer Applications in Business) - with the following student learning outcomes (SLOs (see ISDS 2100 file below)).  Upon successful completion of this course in Administrative Technology CTS) Program, students will:
1.  Create and format professional documents using Microsoft Word
2.  Enter, analyze, and present quantitative data using Microsoft Excel

3. Create a collection of slides containing text, charts, pictures, sound, movies, and other multimedia components using Microsoft PowerPoint

The program outcome will also be assessed using BAS 2300 (Business Correspondence) with the following SLOs (see BAS 2300 file below): Upon the conclusion of this course, the student will:
1. Discuss business communication.
2. Design business messages.
3. Describe professionalism at work.

Program outcomes updated April 22, 2018.

Attached Files
  ISDS 2100.25 Syllabus SP21.pdf
  BAS 2300 syllabus SP21.pdf

**Assessment/Evaluation/Measures/Strategies:**
Student Learning Outcomes (SLOs) for the program will be assessed in ISDS 2100 using a pre and posttest. Outcomes will be assessed in BAS 2300 using various questions on quizzes, unit tests, and the final exam pertaining to each outcome. All students will be assessed regardless if students take the course face-to-face or online (i.e., no sampling).

Benchmark is set at 70% because it represents the lowest average grade (C) at LSU Eunice that may transfer to another institution of higher education within the state.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, there was no data collected because there were no students in the program.

For AY 2020-2021, there was no data collected because no students were in or completed the program. While the two courses were offered, the students enrolled were in other programs. Please see that "Administrative Technology Specialist" is not listed in the two PDF files detailing program enrollment and program completers for AY 2020-2021 below.

As a result, this objective is delayed.

Attached Files
  AY 20-21 Program Enrollment.pdf
  AY 20-21 Completers by Program.pdf

**Improvement Plan/ Changes Made:**
Monitor for enrollment or completers.

**RELATED ITEMS----------------------------------------------------------**
**RELATED ITEM LEVEL 1**
ATS 20-21 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
Goal Number: 3
Progress: Delayed
Provided By: Administrative Technology Specialist (CTS)
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ATS 20-21 (CTS) Placement**
**Objective Number: 3.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
Upon graduation, Administrative Technology Specialist majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.  Students are called three times.  If the call goes to voice mail, then a message will be left with the reason for the call.  If there is no answer three times, then an email will be sent.  As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note: The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted). Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 66.7% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, there was no data to analyze because there were no completers in AY 2018-2019.

For AY 2020-2021, there was no data to analyze because there were no completers in AY 2019-2020

| Table 1. Administrative Technology Specialist, CTS, Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Total Number of Completers | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 3 | 1 | 1 | 0 | 1 | 0 |
| FA 13 - SP 14 | 1 | 1 | 0 | 0 | 0 | 0 |
| FA 14 - SP 15 | 2 | 0 | 1 | 0 | 1 | 0 |
| FA 15 - SP 16 | 0 | -- | -- | -- | -- | -- |
| FA 16 - SP 17 | 1 | 0 | 0 | 0 | 0 | 1 |
| SP 18 - SU 18 | 0 | -- | -- | -- | -- | -- |
| FA 18 - SP 19 | 0 | -- | -- | -- | -- | -- |
| SU 19 - SP 20 | 0 | -- | -- | -- | -- | -- |
| Total | 7 | 2 | 2 | 0 | 2 | 1 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 66.6 |

Results inconclusive. As a result, this objective is delayed.

**Improvement Plan/ Changes Made:**
Monitor for completers.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    ATS 20-21 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program
    Goal Number: 3
    Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Computer Information Technology*

**CIT 20-21 (AAS) Program Professional Competency**
**Objective Number: 6.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon successful completion of the program, students will demonstrate the knowledge base and application to work as an entry-level computer programmer or cyber security professional depending on the concentration pursued.  The student will:
1. perform the function of a system analyst at an entry level.
2. create an elementary computer program based on requirements.
3. troubleshoot help desk network issues.

These program objectives will be assessed by the following (see syllabi files below):

The SLOs for CSC 2253 (Systems Analysis and Design) are:  Upon the successful completion of the course, students will:
1. Define the role of the systems analyst.
2. Describe the stages of the system development life cycle model.
3. Describe different methodologies and state-of-the-art developments in Systems Analysis and Designs techniques and methods.

The SLOs for CSC 2264: (Introduction to C/C++ Programming) are:  Upon the successful completion of the course, students will:
1.  Define problem-solving processes using variables, constants, strings, and assignment statements.
2.  Describe the basic concepts of the C and C++ languages.
3.  Design, code, and test small C and C++ programs that meet requirements expressed using the Arduino and Code Blocks, respectively.

The SLOs for CSC 2340 (Network Infrastructure) are:  Upon the successful completion of this course, students will:
1.  Have a basic understanding of network infrastructures, topologies, and their functions.
2.  Be able to recognize, secure and maintain network security threats.
3.  Understand how to configure, secure, and maintain various network infrastructures.

Attached Files
  CSC2340_NetworkInfrastructure_Burkes_FA2020.pdf
  CSC2253_COURSE_SYLLABUS.seeder.FA20.pdf
  CSC2264_COURSE_SYLLABUS.seeder.FA20.pdf

**Assessment/Evaluation/Measures/Strategies:**
For **CSC 2253**--Systems Analysis and Design:  Course outcomes will be assessed in the following manner:  These outcomes will be assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams (updated).

For **CSC 2264**--Introduction to C/C++ programming:  Course outcomes will be assessed in the following manner:  These outcomes will be assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams (updated).

For **CSC 2340**--Network Infrastructure:  Course outcomes will be assessed in the following manner:   These outcomes will be assessed using weekly discussions, labs, quizzes, a midterm exam, and a final exam (updated).

Note that all students will be assessed regardless if the section is offered online or face-to-face.

Benchmark is set at 70% because it is the lowest average (C) grade at LSU Eunice that might transfer to a four-year institution.

Director of IE's note:  The language between the syllabus and the SLO Reporting sheet did not match with respect to assessment tools. The faculty have been advised of this issue, but the Director did not feel that it was worth delaying completion of this objective because assessment methods often change due to unforeseen circumstances.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021...

For **CSC 2253 (Systems Analysis and Design**), there was one face-to-face section offered at the LSUE site only during fall 2020 with a total of 24 students registered on census day. There were no online sections, sections offered at other sites, or during spring 2021. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the SLO results were:

- Overall (LSUE) = 57%
- Define the role = 52%
- Stages of system development = 35%
- SA&D Techniques and methods = 84%.
- n = 24 (100%) out of the 24 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was one face-to-face section offered at LSUE only during fall 2020 with a total of 6 students enrolled on census day. No sections were offered online, at any of the off-site locations, or during spring 2021. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the results were:

- Overall (LSUE) = 100%
- Define problem solving processes in C++ programs = 100%
- Describing concepts of C++ = 100%
- Testing code and small programs = 100%
- n = 5 (83.3%) out of the 6 students registered.

For **CSC 2340 (Network Infrastructure)**, there was one full-term (16-week) online course offered during fall 2020. The course was not offered face-to-face or at any other site in fall 2020 or during spring 2021. There were 6 students enrolled on census day for fall 2020.

- Overall (online) = 87%
- Network infrastructure, topologies = 88%
- Network security = 85%
- Configure and maintain network infrastructures = 89%
- n = 6 (100%) out of the 6 students registered.

Even though there is a low n associated with each assessment and generalizations are difficult, students apparently did well in their learning as indicated above. Given that the observed score on the SLO assessments of

- 57% in CSC 2253
- 100% in CSC 2264
- 88% in CSC 2340

> the established benchmark of 70% (except CSC 2253), this objective is partially met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, the faculty have identified the following areas for improvement:

**CSC 2253:**  Continue the use of team projects and diagrams/projects that show the use of SDLC in action (see CSC 2253 file below). The faculty member also noted that she increased the number of assessments for each SLOs so student learning scores are not based on just one score (see highlighted section of 6-8-21 Email...PDF file below).

**CSC 2264:**  Continual use of hands-on experiments, multi-media, exercises both in class and outside (see CSC 2264 file below).

**CSC 2340:**  Additional videos and interactive lessons will be offered to further help students grasp the concepts (see CSC 2340 file below).

Attached Files
6-8-21 Email on CIT Improvement Plans from AY 20-21.pdf
CSC 2340 SLO Report FA 20 Burkes_Updated.pdf
SLO_CSC 2264_FA20.Seeder.pdf
SLO_CSC 2253_FA20.Seeder.pdf


**RELATED ITEMS-----------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  CIT 20-21 Maintain an effective Computer Information Technology (CIT) (AAS) program.
  Goal Number: 6
  Progress: Completed
  Provided By: Computer Information Technology
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
    New Number Identifier Field: 3. Partnerships

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement

**CIT 20-21 (AAS) Placement**
**Objective Number: 6.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Computer Information Technology majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message is left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 57.1% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 12 students graduated from the CIT program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1.  Computer Information Technology Placement Rates. | | | | | | |
|---|---|---|---|---|---|---|
| Semester | No. Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 11 | 5 | 1 | 1 | 2 | 2 |
| FA 13 - SP 14 | 12 | 1 | 6 | 1 | 0 | 4 |
| FA 14 - SP 15 | 13 | 2 | 4 | 5 | 1 | 1 |
| FA 15 - SP 16 | 12 | 2 | 2 | 2 | 3 | 3 |
| FA 16 - SP 17 | 10 | 0 | 0 | 0 | 0 | 10 |
| SP 18 - SU 18 | 5 | 2 | 0 | 0 | 2 | 1 |
| FA 18 - SP 19 | 7 | 0 | 4 | 0 | 3 | 0 |
| SU 19 - SP 20 | 12 | 6 | 0 | 1 | 4 | 1 |
| Total | 70 | 12 | 17 | 9 | 11 | 21 |
| Overall percent of students employed in field or continuing education without those not contacted = | | | | | | 57.14 |

The results indicated that 0 were employed in the field while 4 were continuing their education and one could not be contacted. As a result, the total (0+4)/ (12-1) = 36.4% removing the one student who could not be contacted.  Given that the observed value of 36.4% < the historical benchmark of 57.1%, this objective is not met.

**Improvement Plan/ Changes Made:**
The program coordinator noted that we did contact all but one of the graduates; however, many of the graduates did not have jobs in the field. She also noted that her and the dean were trying to network with companies in the area that were interested in the students as they finish the program (see highlighted passages in the 6-8-21 email...PDF document below).

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  6-8-21 Email on CIT Improvement Plans from AY 20-21.pdf
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS-------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        CIT 20-21 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6
Progress: Completed
Provided By: Computer Information Technology
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**CIT 20-21 (AAS) Retention**
**Objective Number: 6.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain Fall-to-Fall retention of new first-time students declaring their chosen major as Associate of Applied Science in Computer Information Technology (CIT).

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920 with 74 new first-time students entering the Associate of Applied Science in Computer Information Technology and 34 being retained for a retention value of 45.95% (see Table 1).

| Table 1. Computer Information Technology Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 8 | 4 | 50.00 |
| 1415-1516 | 16 | 8 | 50.00 |
| 1516-1617 | 11 | 9 | 81.82 |
| 1617-1718 | 13 | 6 | 46.15 |
| 1718-1819 | 9 | 3 | 33.33 |
| 1819-1920 | 17 | 4 | 23.53 |
| Totals | 74 | 34 | 45.95 |

As a result, the retention benchmark is set at 45.95% based on historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. Last year's improvement had the following in it along with notifying the faculty member that she needed to document her efforts (see File 1).

1. Monitor student progress and reach out to those with problematic attendance or are receiving poor grades. The faculty member turned in students to the CARES Team, but not keep documentation (see highlighted on page 1 of File 2)
2. Utilize the Student Success Center's workshops. The faculty member noted that she attempted to refer students to tutoring and contacted their math instructors if they were having difficulty but has no documentation.
3. Tell students of campus activities. This is documented in File 2 for a student interest table on pages 5 and 6. The Association for Computing Machinery meeting from September 9, 2020, is documented in File 2 on pages 7-9.
4. Use "show your presence" in online courses. Not documented.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, 12 new first-time students were admitted into the CIT program for fall 2019 according to the 14th day census data (see CIT Retention file below). Eight (8 or 66.67%) students were retained to the fall 2020 census data.

Given that the observed retention of 66.67% > the 45.95% historical retention, this objective is met.

Director of IE's note: I am somewhat disappointed that the faculty member did not keep the documentation she was asked to keep in last year's write up. Even though the objective is met for this year, I again stress the need to keep documentation as it pertains to program retention as required to show improvement. This objective was sent to the faculty member for approval prior to finalizing it.

Attached Files
  [File 1 CIT Retention.pdf](File 1 CIT Retention.pdf)
  [File 2 Response to AY 2019-2020 Improvement Plan.pdf](File 2 Response to AY 2019-2020 Improvement Plan.pdf)

**Improvement Plan/ Changes Made:**
Monitor data since it was met for AY 2020-2021, especially given the impacts of CV-19.

**RELATED ITEMS----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      CIT 20-21 Maintain an effective Computer Information Technology (CIT) (AAS) program.
      Goal Number: 6
      Progress: Completed
      Provided By: Computer Information Technology
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

## *Diagnostic Medical Sonography*

**DMS 20-21 (AAS) Professional Competency**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Diagnostic Medical Sonography (DMS) students will demonstrate competency as entry practitioners.

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the outcomes associated with the program are as follows.

Upon the conclusion of the Associate of Applied Science (AAS) in DMS program, students will:
1. perform sonographic exams on the abdomen, superficial parts, obstetrics, and gynecology
2. maintain patient safety and confidentiality
3. understand and apply sonographic principles and instrumentation.

The student learning outcomes (SLOs) for the program are as follows. Students will:
1. know and understand the basic principles in sonographic imaging of the abdominal cavity.
2. perform sonographic exams under guidance from clinical preceptor on the abdominal viscera with basic skills learned in scan lab.
3. know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy.
4. perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients.
5. demonstrate appropriate behaviors related to patient care.

SLOs 1 and 2 are assessed in DMS 1091 Clinical Practicum I Fall 2019 (see file below).
SLOs 3, 4, and 5 are assessed in DMS 2092 Clinical Practicum II Spring 2020 (see file below).

Attached Files

Clinical Practicum II 2092 - Spring 2020.pdf
Clinical Practicum I 1091 - Fall 2019.pdf

**Assessment/Evaluation/Measures/Strategies:**
Data will be collected and reported on the abdomen and obstetrics sections of the program.  Note that all students will be assessed (i.e., no sampling) and the LSUE face-to-face site is the only site.

Assessment of Program Objective 1 will take place using SLOs 2 and 4 in the clinical environment with the student observed by the clinical preceptor.  The clinical evaluation sheet (rubric) mimics the competencies specified by the JRCDMS.

Assessment of Program Objective 2 will take place using SLO 5 in the clinical environment using Student/Patient Interaction, Dependability and Responsibility, Personal Characteristics and Appearance, and Attitude.

Assessment of Program Objective 3 will take place using SLOs 1 and 3 on the comprehensive final exam using the identification of sonographic images.

Benchmark for direct assessment of student learning is 77% for classroom assessment and 80% for clinical assessment.  DMS uses a 7-point scale similar to all other allied health programs for classroom assessment but uses a more stringent 80% in clinicals actually working with patients.

This data will be for the class completing in summer 2020. Data runs one year behind so that IE deadlines can be met.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, (graduating class of summer 2020), a total of eight (8) students were selected into the AAS DMS program.  One student voluntarily withdrew during the fall semester for personal reasons. All remaining seven (7) students were assessed using the methods described above.

The student learning outcomes (SLOs) for the program are as follows.  Students will:

1. Know and understand the basic principles in sonographic imaging of the abdominal cavity.  All students were assessed in the classroom using the final exam for Clinical Practicum I (DMS 1091). Seven (100%) out of 7 students scored the minimum 77% with a mean = 87.43 %.
2. Perform sonographic exams under guidance from clinical preceptor on the abdominal clinical setting on the abdominal viscera with basic skills learned in scan lab. Seven (100%) of the 7 students achieved the 80% benchmark for the clinical evaluation with a mean = 95.07%.
3. Know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy. All students were assessed in the classroom using the final exam. Seven (100%) of the 7 students scored the minimum 77% with a mean = 90.22%.
4. Perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients.  All students were assessed in the clinical setting on their performance of 1st, 2nd, and 3rd trimester OB. Students were also assessed in the clinical setting on their performance of gynecological ultrasounds. Seven (100%) out of the 7 students met the 80% benchmark for the clinical evaluation with a mean = 94.59%.
5. Demonstrate appropriate behaviors related to patient care. All students were assessed in the clinical setting.  Seven (100%) out of 7 students met the 80% benchmark for the clinical evaluation with a mean = 99.71%.

Clinical Evaluation of Students for spring semester (see file below) and syllabi for Clinical Practicum I & II (see files listed in objectives) are provided as documentation for outcomes 2, 4, and 5.

Given that the observed score on each program objective > the benchmark of 77% or 80%, this objective and program competency is met.

Attached Files
   Clinical Evaluation of Student 01-01-2020 thru 05-31-2020.pdf

**Improvement Plan/ Changes Made:**

The Director of IE and Program Director noticed a discrepancy in the evaluation methods of SLO 2 & 4. The SLOs assessed in Clinical Practicum 1 (DMS1091) and Clinical Practicum II (DMS2092) may not incorporate all defined competencies as written. To ensure future alignment in writing, subsequent evaluation of SLO 2 & 4 will be conducted upon the completion of the final clinical course, Clinical Practicum III (DMS 2093), since all competencies must be demonstrated by the conclusion of the program. Evaluation of SLOs for AY 2021-2022 will be conducted as follows:

SLO 1 will continue to be assessed in Clinical Practicum I (DMS 1091) using the final exam.

SLO 2 will be assessed upon conclusion of Clinical Practicum III (DMS 2093) through the performance of Abdomen Complete in the clinical setting under the supervision of the clinical preceptor and in accordance with the JRCDMS.

SLO 3 will continue to be assessed in Clinical Practicum II (DMS 2092) using the final exam.

SLO 4 will be assessed by the conclusion of Clinical Practicum III (DMS 2093) through the performance of 1st, 2nd, and 3rd trimester patients and gynecological patients in the clinical setting under the supervision of the clinical preceptor and in accordance with the JRCDMS.

SLO 5 will be assessed in the clinical setting using Student/Patient Interaction, Dependability and Responsibility, Personal Characteristics and Appearance, and Attitude. Assessment will be conducted at the conclusion of the program using all clinical evaluations of students that are received throughout the program for each academic year.

The DMS program director and faculty have increased the benchmark for SLO 2 & 4 to 85%. We feel this will better support our Mission to prepare students to be entry-level sonographers. Clinical Practicum I & II course syllabi learning objectives will be updated to establish better alignment with program SLOs for future clarity in assessing outcomes. We will continue to monitor and evaluate student performance in the scan lab and in the clinical setting for any areas of deficiency and for opportunities for improvement (a PDF of the competency form is attached below).

Attached Files
  Competency Evaluation Summary.pdf

**RELATED ITEMS----------------------------------------------------------**
         **RELATED ITEM LEVEL 1**
         DMS 20-21 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
         Goal Number: 1
         Progress: Completed
         Provided By: Diagnostic Medical Sonography
         Budget Information: none (existing)
         Start: 11/1/2020

End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DMS 20-21 (AAS) Completion Rate**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will successfully complete the Associate of Applied Sciences in Diagnostic Medical Sonography.  (Completion is defined as completing all DMS numbered courses with a final score of 77% or greater in the time frame allowed for the program.)

**Assessment/Evaluation/Measures/Strategies:**
Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the completion rate of registry exams is 60%. Completion rates will parallel these guidelines but will reflect 60% of students completing all DMS courses with scores of 77% or greater. This data will be for the class completing in summer 2020. Data runs one year behind so that IE deadlines can be met.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of eight (8) students were selected into the AAS DMS program.  One student voluntarily withdrew during the fall semester for personal reasons. All remaining seven (7) students (100%) successfully completed all DMS courses with a 77% or higher at the conclusion of the summer 2020 semester.

Student performance on the American Registry of Diagnostic Medical Sonographers (ARDMS) exams is listed below. This is a better overall assessment of student learning; however, students are not mandated (federal or otherwise) to take these exams.

Student pass rates supplied by the ARDMS:

6 attempts on abdominal (AB) registry. All six passed on first attempt = 100%

5 attempts on OB/Gyn (OB) registry. 4/5 passed on first attempt = 80%

7 attempts on Sonographic Principles and Instrumentation (SPI) registry. All 7 passed on first attempt = 100%

Based on all outcomes (DMS coursework and ARDMS registry pass rates) exceeding the JRC-DMS threshold of 60%, this objective is met.

**Improvement Plan/ Changes Made:**
Sonographic Principles and Instrumentation (SPI) - because 100% pass rate, faculty intend to monitor results for weaknesses. While the current pass rate on the OB/Gyn registry exam exceeds the 60% threshold set by the JRCDMS, faculty intends to review current OB/Gyn curriculum and check for alignment with ARDMS content to improve OB/Gyn registry outcome of 80%.

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    DMS 20-21 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
    Goal Number: 1
    Progress: Completed
    Provided By: Diagnostic Medical Sonography
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**DMS 20-21 (AAS) Employment**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students completing the Associate of Applied Sciences in Diagnostic Medical Sonography will be employed within one year of completion of the program.

**Assessment/Evaluation/Measures/Strategies:**
Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the benchmark for this objective is 75% employed within a year. This data will be for the class completing in summer 2020. Data runs one year behind so that IE deadlines can be met.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 6/7 (86%) of graduates of the AAS-DMS from summer 2020 responded to the JRCDMS mandated graduate survey requesting employment status. All six (6) respondents reported that they were employed within one year. One student did not return the graduate survey nor respond to requests about current employment status. Based on responses received (6), the employment rate is determined to be 100%.

Given that the observed value of 100% > the benchmark established by the JRCDMS of 75%, this objective is met.

Attached Files
  Graduate Survey Anonymous - 2.pdf
  Graduate Survey Anonymous - 1.pdf

**Improvement Plan/ Changes Made:**
The Diagnostic Medical Sonography Program Director and faculty will continue to monitor the employment status of graduates and the employment needs of the surrounding community. Faculty has incorporated didactics and sonographic lab activities focusing on vascular sonography to enhance employability of graduates since this sonographic specialty is practiced in the general ultrasound departments of our clinical affiliates.

**RELATED ITEMS--------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    DMS 20-21 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program
    Goal Number: 1
    Progress: Completed
    Provided By: Diagnostic Medical Sonography
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement


## *Human Resources Management (CTS)*

**HRM 20-21 (CTS) Professional Competency**
**Objective Number: 4.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**


**Objective With Intended Outcomes:**
Upon completion of the Human Resources Management (CTS) Program the student will
    1.   decide an organization's staffing needs,
    2.   evaluate employee performance, and
    3.   maintain compliance with state and federal laws.

The student learning outcomes for the program are based on the courses below:

MGMT 2251 (full-term online) Supervision - Upon completion of this course, the student will (see file below):
1.  Define what a supervisor is
2.  Describe corporate social responsibility, ethics, and sustainability
3.  Explain diversity, its challenges, and implications

MGMT 2260 (full-term online) Human Resources Management - Upon completion of this course, the student will (see file below):
1.  Demonstrate knowledge of HR environment
2.  Demonstrate knowledge of HR decision-making
3.  Demonstrate knowledge of HR basics

Program outcomes updated April 22, 2018.

Attached Files
  MGMT 2251 Syllabus FA 20.pdf
  MGMT2260 Syllabus FA 20.pdf

**Assessment/Evaluation/Measures/Strategies:**
Program and student learning outcomes will be directly assessed for MGMT 2251 and MGMT 2260 using internally created tests, assignments, and/or the final exam regardless if the course was taken online or face-to-face. All students taking each course will be assessed (i.e., no sampling).

The benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, both **MGMT 2251** offered in fall 2020 only with 21 students enrolled in a full-term online section. MGMT 2251 was not offered at any face-to-face location or 8-week online. A total of 19 (90.5%) of the 21 students were directly assessed for student learning scoring an 88% overall, 86 on outcome 1, an 84% on outcome 2, and an 89% on outcome 3. As noted below, the students taking the course in AY 2020-2021 scored similarly to those taking it in AY 2019-2020 scoring in the mid to high 80s with one slight difference noted for outcome 2.

- overall = 88% (compared to 90% in AY 2019-2020)
- 1-defining supervisor = 86% (compared to 88% in AY 2019-2020)
- 2-corporate responsibility = 84% (compared to 91% in AY 2019-2020)
- 3-diversity = 89% (compared to 92% in AY 2019-2020)
- n = 19 (compared to 12 students in AY 2019-2020)

Next, one full-term online section of MGMT 2260 was offered for fall 2020 and spring 2021 with a total of 39 student registered. The course was not offered face-to-face at any site or as an 8-week online course. A total of 37 (94.9%) of the 39 students were directly assessed for student learning scoring a 90% overall, a 90% on outcome 1, a 90% on outcome 2, and an 84% on outcome 3. The data below compares the student data form AY 2020-2021 to AY 2019-2020 indicating some natural fluctuation in the individual scores, but students scoring in a similar fashion between the two years.

- Combined overall = 90% (compared to 88% in AY 2019-2020)
- 1-Knowledge of HR = 90% (compared to 95% in AY 2019-2020)
- 2-HR decision making = 90% (compared to 90% in AY 2019-2020)
- 3-Application = 84% (compared to 84% in AY 2019-2020)
- n = 37 (compared to 27 students in AY 2019-2020)

The results indicated that the students met the 70% benchmark in the overalls and each of the individual outcomes for both courses.

Given that the observed values of
- 88% for MGMT 2251 and
- 90% for MGMT 2260

> the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they can assist student learning by:

**MGMT 2251:** (Fall 2020) Encourage students to participate in all activities and offer one-on-one sessions to go over questions students missed (see Attachment 1).

**MGMT 2260:** (Spring 2021) Encourage students to read chapters and notes provided and participate in discussion boards. Provide additional feedback to students (see Attachment 2).

Attached Files
1 MGMT 2251 Online FA 20.pdf
2 MGMT 2260 Online SP 21.pdf

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    HRM 20-21 Maintain an effective Human Resource Management (CTS) program
    Goal Number: 4
    Progress: Completed

Provided By: Human Resources Management (CTS)
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**HRM 20-21 (CTS) Placement**
**Objective Number: 4.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Human Resources Management Program (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 100% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, seven students completed Human Resources Management program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| \| Table 1. Human Resource Management, CTS, Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Total Number of Completers | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 0 | -- | -- | -- | -- | -- |
| FA 13 - SP 14 | 0 | -- | -- | -- | -- | -- |
| FA 14 - SP 15 | 0 | -- | -- | -- | -- | -- |
| FA 15 - SP 16 | 4 | 0 | 1 | 0 | 2 | 1 |
| FA 16 - SP 17 | 4 | 0 | 0 | 0 | 0 | 4 |
| SP 18 - SU 18 | 0 | -- | -- | -- | -- | -- |
| FA 18 - SP 19 | 8 | 0 | 4 | 0 | 1 | 3 |
| SU 19 - SP 20 | 7 | 2 | 2 | 0 | 0 | 3 |
| Total | 16 | 0 | 5 | 0 | 3 | 8 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 100 |

The results indicated that two were employed in the field while none were continuing their education and three could not be contacted. As a result, the total (2+0)/ (7-3) = 50% removing the three students who could not be contacted.  Given that the observed value of 50% < the historical benchmark of 100%, the results of this objective are inconclusive (rather than not met).  Inconclusive is being used here because of the low overall n of 16 being used to determine the benchmark. This is roughly half that is needed for the sampling distribution of the mean to approach a normal distribution and minimize sampling error according to the Central Limit Theorem.

**Improvement Plan/ Changes Made:**
Continue to monitor until additional students complete in order to increase the overall n for the benchmark.

Director of IE's note:  The Office of Institutional Effectiveness intends on contacting other associate degree granting institutions in the state to determine how they track employment of their graduates. In addition, the use of a Microsoft Forms Survey asking the same questions instead of calling students six months after graduation was discussed.

Update after contacting other institutions of higher education:

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
 cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      HRM 20-21 Maintain an effective Human Resource Management (CTS) program
      Goal Number: 4
      Progress: Completed
      Provided By: Human Resources Management (CTS)
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

## *Management*

**MGMT 20-21 (AAS) Professional Competency**
**Objective Number: 7.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon successful completion of the Management Program, students will demonstrate the knowledge base and application to work effectively as a Managerial professional.  Upon completion of the Management AAS Program, students will
1. Use accounting information to make business decisions.
2. Demonstrate the use of business software applications.
3. Demonstrate management and marketing principles.

Student Learning outcomes for the program are based on the courses below:

ACCT 2001 (Face-to-Face and Full-Term (16-week) Online) Introduction to Financial Accounting - Upon completion of this course, the student will (see file below):
1. Prepare financial statements in accordance with generally accepted accounting principles.
2. Prepare journal entries to record business transactions.

ACCT 2101 (Face-to-Face and Full-Term (16-week) Online) Introduction to Managerial Accounting - Upon completion of this course, the student will (see file below):
1. Prepare a production cost report.
2. Calculate the breakeven point.

ISDS 2100 (Full-Term (16-week) Online) Microcomputer Applications in Business - Upon completion of this course, the student will (see file below):
1. Create and format professional documents using Microsoft Word.
2. Enter, analyze and present quantitative data using Microsoft Excel.
3. Create a collection of slides containing text, charts, pictures, sound, movies, and other multimedia components using Microsoft PowerPoint.

MGMT 2999 (Full-Term (16-week) Online only) Principles of Management - Upon completion of this course, the student will (see file below):
1. Explain the history of management.
2. Describe ethics and social responsibility.
3. Summarize global management.

MKTG 2999 (<mark>Full-Term (16-week) Online only</mark>) Principles of Marketing - Upon completion of this course, the student will see file below):
1. Describe the basic terms and facts associated with marketing.
2. Discuss the concepts and principles associated with marketing.
3. Apply marketing principles to related assignments.

Attached Files
MGMT 2999 Syllabus SP 21.pdf
MKTG 2999 Syllabus FA 20.pdf
ACCT 2101 Syllabus Fa 20.pdf
ACCT 2001 Syllabus Fa 20.pdf
ISDS 2100 Syllabus SP 21.pdf

**Assessment/Evaluation/Measures/Strategies:**
The program outcomes and student learning outcomes will be directly assessed using an internally created assessment. <mark>All students in the course(s) at the time of the assessment will be assessed (i.e., no sampling)</mark>. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Questions will be developed from:

1. ACCT 2001 Introduction to Financial Accounting - assignments and exams.
2. ACCT 2101 Introduction to Managerial Accounting - assignments and exams.
3. ISDS 2100 Microcomputer Applications in Business - pretest and post test
4. MGMT 2999 Principles of Management - pretest and posttest.
5. MKTG 2999 Principles of Marketing - combination of exams (objective and essay) along with final business plan project.

 The benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, there were two face-to-face sections offered at the LSUE face-to-face site only and two full-term online sections of ACCT 2001 (Introduction to Financial Accounting). Note that no sections were offered at any other face-to-face sites or 8-week online. There were 100 students enrolled on the census dates for the fall 2020 and spring 2021 semesters with 75 (75%) of them being directly assessed for student learning. The results on the student learning outcomes were:

- **Overall, both face-to-face and online** = 87% (compared to 89% for AY 2019-2020)
- 1-Financial statements = 83% (compared to 81% for AY 2019-2020)
- 2-Journalize transactions = 93% (compared to 96% for AY 2019-2020)
- n = 75 (compared to 71 students for AY 2019-2020)

- **Overall, LSUE face-to-face only** = 88%
- 1-Financial statements = 87%
- 2-Journalize transactions = 95%
- n = 40

- **Overall, Online full-term students only** = 85%
- 1-Financial statements = 79%
- 2-Journalize transactions = 91%
- n = 35

The data indicates that both face-to-face students outscored the online students slightly with both exceeding the benchmark of 70%. Combining both using weighted means yielded that students scored an 87% overall, and 83% on financial statements, and a 93% on journalizing transactions. Comparing AY 2020-2021 data with the scores from AY 2019-2020 found that students performed in a similar fashion in both academic years.

For ACCT 2101 (Introduction to Managerial Accounting), there were four sections offered during AY 2020-2021 with two being full-term online and two being at the LSUE face-to-face site. No sections were offered at any other location or via 8-week method. In all, a total of 60 students were enrolled on the 14th class day with 49 (81.7%) students being assessed for SLOs. The results were as follows:

- **Overall, both face-to-face and online** = 75% (compared to 83% for AY 2019-2020)
- 1-Production cost report = 66% (compared to 76% for AY 2019-2020)
- 2-Breakeven point = 93% (compared to 89% for AY 2019-2020)
- n = 49 (compared to 55 students for AY 2019-2020)

- **Overall, face-to-face only** = 67%
- 1-Production cost report = 60%
- 2-Breakeven point = 96%
- n = 19

- **Overall, full-term online only** = 79%
- 1-Production cost report = 69%
- 2-Breakeven point = 92%
- n = 30

Online students score 12 percentage points higher than the face-to-face scoring at 67% with both groups having some difficulty with the production cost report. Please keep in mind the n = 19 for the LSUE face-to-face sections which may or may not be representative of the population parameters given random error. Comparison of the LSUE face-to-face results from the current year at 60% to last year at 71% (not shown) indicate that students always have difficulty with the production cost report. Regardless of the data from the individual outcomes, the overall at 75% met the 70% benchmark.

Next ISDS 2100 (Microcomputer Applications in Business) had four full-term online sections during AY 2020-2021 - two in the fall and two in the spring.  No sections of ISDS 2100 were offered at any face-to-face site or during the 8-week accelerated online sessions. A total of 102 students were registered on census day of each semester. Of those, 91 (89.2%) of the students were directly assessed for student learning. The results were:

- **Overall, from four online sections** = 84% (compared to 84% for AY 2019-2020)
- 1-Word = 82% (compared to 85% for AY 2019-2020)
- 2-Excel = 81% (compared to 79% for AY 2019-2020)
- 3-PowerPoint = 89% (compared to 89% for AY 2019-2020)
- n = 91 (compared to 82 students for AY 2019-2020)

Students in the ISDS 2100 sections performed well achieving an 84% overall with an 82% on Word, an 81% on Excel, and an 89% on PowerPoint.  In comparing the AY 2020-2021 results with the year before, both groups of students performed in a similar fashion on the SLO data.

For MGMT 2999 (Principles of Management), two full-term sections were offered during AY 2020-2021 - one in fall and one in spring. No face-to-face or 8-week accelerated sections were offered. A total of 31 students enrolled on census day for each semester with 27 (87.1%) being directly assessed for student learning.  The results were:

- **Overall, for the two online sections** = 84% (compared to 84% for AY 2019-2020)
- 1-History = 86% (compared to 87% for AY 2019-2020)
- 2-Ethics and social responsibility = 90% (compared to 83% for AY 2019-2020)
- 3-Global management = 82% (compared to 84% for AY 2019-2020)
- n = 27 (compared to 29 students for AY 2019-2020)

Students in the two full-term online sections scored an overall 84% which was equal to that scored for AY 2019-2020 indicating that all scores between the two years were similar.

Finally, two full-term online sections of MKTG 2999 (Principles of Marketing) were offered during AY 2020-2021 with a total of 29 student enrolled on the census day for each semester. Note that no sections of MKTG 2999 were offered face-to-face or during the 8-week accelerated online sessions. A total of 24 (82.8%) of the 29 students were directly assessed for SLOs during the two semesters. The results follow:

- **Overall, for both online courses** = 92% (compared to 90% for AY 2019-2020)
- 1-Describe marketing terms and facts = 93% (compared to 89% for AY 2019-2020)
- 2-Understand marketing concepts = 92% (compared to 90% for AY 2019-2020)
- 3-Apply marketing principles = 91% (compared to 90% for AY 2019-2020)
- n = 24 (compared to 30 students for AY 2019-2020)

Students scored an overall 92% for AY 2020-2021 which exceeded AY 2019-2020 by two percentage points. In fact, looking at the data from both AY, the current students outperformed last year's students slightly for each SLO.

**Summary:** Students in the five courses did well in the overall scores and each individual outcomes exceeding the benchmark of 70% in each case. Given that the observed overall SLO score for
- ACCT 2001 = 87%
- ACCT 2101 = 75%
- ISDS 2100 = 84%
- MGMT 2999 = 84%
- MKTG 2999 = 92%

> the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though this outcome was met, faculty believe they can assist students by:

**ACCT 2001**
Online Fall 2020: make videos to help students and assign homework (see Attachment 1 below).
LSUE Face-to-Face Fall 2020: create better study plans and reviews; increase student participation (see Attachment 2 below).

**ACCT 2101**
LSUE Face-to-Face Fall 2020: assign representative homework problems and work them with students (see Attachment 3).
LSUE Face-to-Face Spring 2021: Create a comprehensive review of the materials prior to completing the assignment (see Attachment 4).

**ISDS 2100**

<u>Full-Term Online Fall 2020 and Spring 2021:</u>  Encourage students to participate in every activity and offer one-on-one sessions to answer questions for students on missed questions; offer additional optional assignments to reinforce the material (see Attachments 5 and 6).

**MGMT 2999**
<u>Full-Term Online Spring 2021:</u>  Encourage students to participate in every activity and offer one-on-one sessions to answer questions for students on missed questions; offer additional optional assignments to reinforce the material (same faculty member as ISDS 2100 see Attachment 7).

**MKTG 2999**
<u>Full-Term Online Fall 2020:</u>  Increase class discussion questions on subject matter in order to encourage participation. Use additional outside resources and real-life scenarios (see Attachment 8). Note that the SLOs are in a different order in Attachment 8 than they are in the syllabus.

Attached Files
 8 MKTG 2999 Full-Term Online FA 20.pdf
 7 MGMT 2999 Full-Term Online SLO Report SP 21.pdf
 6 ISDS 2100 Full-Term Online S P21.pdf
 5 ISDS 2100 Full-Term Online FA 20.pdf
 2 ACCT 2001 LSUE Face-to-Face SLO Report FA 2020.pdf
 1 ACCT 2001 Online SLO Report FA 20.pdf
 3 ACCT 2101 LSUE Face-to-Face SLO Report FA 20.pdf
 4 ACCT 2101 LSUE Face-to-Face SLO Report SP 2021.pdf

**RELATED ITEMS**-----------------------------------------------------------
       **RELATED ITEM LEVEL 1**
       MGMT 20-21 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
       Goal Number: 7
       Progress: Completed
       Provided By: Management
       Budget Information: none (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**MGMT 20-21 (AAS) Placement**
**Objective Number: 7.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Management majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 72.3% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 23 students graduated from the Management program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| | | | | | | |
|---|---|---|---|---|---|---|
| Table 1.  Management Placement Rates. | | | | | | |
| Semester | Total Number of Graduates | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 29 | 12 | 7 | 2 | 6 | 2 |
| FA 13 - SP 14 | 46 | 10 | 9 | 4 | 13 | 11 |
| FA 14 - SP 15 | 29 | 0 | 8 | 5 | 10 | 6 |
| FA 15 - SP 16 | 30 | 1 | 13 | 0 | 10 | 6 |
| FA 16 - SP 17 | 20 | 1 | 2 | 0 | 0 | 17 |
| SP 18 - SU 18 | 6 | 2 | 2 | 0 | 1 | 1 |
| FA 18 - SP 19 | 21 | 0 | 9 | 0 | 4 | 8 |
| SU 19 - SP 20 | 23 | 0 | 4 | 0 | 0 | 10 |
| Total | 181 | 26 | 50 | 11 | 44 | 51 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 72.30 |

The results indicated that four students were employed in the field while none were continuing their education and ten could not be contacted. As a result, the total (4+0)/ (23-10) = 30.8% removing the ten students who could not be contacted.  Given that the observed value of 30.8% < the historical benchmark of 72.3%, this objective is not met.

**Improvement Plan/ Changes Made:**
The faculty member recommended that an additional survey be sent to student to obtain additional information as they graduate.  See suggestion for survey and email attached below.

Director of IE's note:  There will need to be a follow up with the dean on this next year to determine a possible course of action.  The Office of Institutional Effectiveness intends on contacting other associate degree granting institutions in the state to determine how they track employment of their graduates. In addition, the use of a Microsoft Forms Survey asking the same questions instead of calling students six months after graduation was discussed.

Updated after contacting other institutions of higher education:

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for

them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf
  Proposed B&T Exit Survey for Graduates.pdf
  5-4-21 Email on B&T Graduates.pdf

**RELATED ITEMS-----------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  MGMT 20-21 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program
  Goal Number: 7
  Progress: Completed
  Provided By: Management
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
    New Number Identifier Field: 4.  Improvement

**MGMT 20-21 (AAS) Retention**
**Objective Number: 7.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Retain new first-time students declaring majors as the Associate of Applied Science in Management (MGMT) from fall-to-fall within the Business and Technology Division.

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920 with 187 new first-time students entering the Management Program with 77 being retained for a retention rate of 41.18% (see Table 1).

| Table 1. Management Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 45 | 22 | 48.89 |
| 1415-1516 | 42 | 16 | 38.10 |
| 1516-1617 | 39 | 14 | 35.90 |
| 1617-1718 | 26 | 13 | 50.00 |
| 1718-1819 | 13 | 7 | 53.85 |
| 1819-1920 | 22 | 5 | 22.73 |
| Totals | 187 | 77 | 41.18 |

As a result, the retention benchmark is set at 41.18% given the historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met.  Faculty noted that they would like to try some of the items noted in the improvement plan dated July 14, 2020 (see DOC 1). The accounting instructor did the following (see several emails that span October 2019 through January 2021 in DOC 2):
- Announce in class or send emails regarding campus activities for students.
- Keep the Gamma Gamma student organization active and encourage business students to join.
- For online classes—show your "presence". An example would be to send a weekly email to students.
- Respond to student emails in a timely manner.

The management instructor did the following (see DOC 3):
- Promoted Gamma Gamma,
- Completed weekly check ins for students, and
- and attempted to respond to student emails in a timely fashion.

Finally, Student Affairs email and noted on February 22, 2021, that there were 63 academic intervention reports submitted by the management and accounting instructors up through March 2019 (see DOC 4).

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19).

According to Institutional Research, 15 new first-time students were admitted into the MGMT program for fall 2019 according to the 14th day census data.  Seven (7 or 46.66%) students were retained to the fall 2020 census data (see DOC 5 below).

Given that the observed retention of 46.66% > the 41.88% historical retention, this objective is met.

Attached Files
  DOC 2 Several emails Accounting.pdf
  DOC 4 2-22-21 Email on Academic Intervention Forms from Student Affairs.pdf
  DOC 3 Management Faculty Member's Documentation.pdf
  DOC 1 7-14-20 Improvement for Management Program.pdf
  DOC 5 2-25-21 MGMT Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
Even though the outcome was met, the Management faculty decided to keep the same retention plan (DOC 1) below) because it seemed to work (see DOC 2). She also asked the faculty, including adjuncts, to keep documents when dealing with students (DOC 3). The retention plan is:

- Instructors can monitor student progress and reach out to those who are failing, not showing up for class, not completing assignments, etc. Instructors will speak to the student in person, by phone, or by email.
- Instructor may also utilize the Student Success Center's resources (referring students to workshops and tutoring services, submitting academic intervention forms).
- Post relevant information and updates on the Management program's Facebook page.
- Announce in class or send emails regarding campus activities for students.
- Keep the Gamma Gamma student organization active and encourage business students to join.
- For online classes—show your "presence". An example would be to send a weekly email to students.
- Respond to student emails in a timely manner.
- Use low-cost course materials when possible.

Attached Files
  DOC 1 Management Program Student Retention Plan AY 2020-2021.pdf
  DOC 2 3-8-21 Email Retention MGMT AY 20-21.pdf
  DOC 3 3-8-21 Email Retention to MGMT Faculty AY 20-21.pdf

**RELATED ITEMS-------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        MGMT 20-21 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7
Progress: Completed
Provided By: Management
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement


## *Medical Billing and Coding (CTS)*

**MCB 20-21 (CTS) Professional Competency**
**Objective Number: 5.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon completion of the Medical Billing and Coding Program, students will become entry level allied health professionals with the knowledge base and technical skills to process and manage
1. patient records,
2. billing, and
3. insurance claims.

**Program Student Learning Outcomes (SLOs)**
Upon the conclusion of the Medical Billing and Coding Certificate of Technical Studies Program, students will demonstrate competency in the following:
1. Clinical Classification Systems (assessed in the ALLH 1615 course - see syllabus below)

2. Reimbursement Methodologies (assessed in the ALLH 1620 course - see syllabus below)
3. Health Records and Data Content (assessed in the ALLH 1200 course - see syllabus below)
4. Compliance (assessed in the ALLH 1200 course)
5. Information Technologies (assessed in the ALLH 1200 course)
6. Confidentiality and Privacy (assessed in the HCM 2650 course - see syllabus below)

Each of these SLOs tie to each program outcome.

Note:  The Medical Billing and Coding Program is an online program.  All SLOs are assessed through online courses only.

Attached Files
  ALLH 1620 Syllabus FA 20.pdf
  HCM 2650 Syllabus Fa 20.pdf
  ALLH 1200 Syllabus Fa 20.pdf
  ALLH 1615 Syllabus Fa 20.pdf

**Assessment/Evaluation/Measures/Strategies:**
The faculty have established the following procedures to assess the data for SLOs 1-6 above:

1. Clinical Classification Systems - Assessment will take place using graded assignments, weekly quizzes, and the final exam in ALLH 1615 Diagnostic Coding.
2. Reimbursement Methodologies – Assessment will take place using quizzes and the final exam in ALLH 1620 Health Insurance and Medical Billing.
3. Health Records and Data Content- Assessment will take place using quizzes in ALLH 1200 Health Data.
4. Compliance - Assessment will take place using quizzes in ALLH 1200 Health Data.
5. Information Technologies - Assessment will take place using quizzes in ALLH 1200 Health Data.
6. Confidentiality and Privacy - Assessment will take place on the midterm and final exam in HCM 2650 Medical Law and Ethics.

The benchmark established is 70% on all assessments. The faculty have established this benchmark based on their own experience and it is considered by LSUE to be the lowest average "C" grade.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021,

**Outcome 1:  Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding):**  Four full-term online sections were offered (two in fall and two in spring) with 63 students in them on the fall and spring census days. In all, 51 (81.0%) of the 63 students enrolled in the ==four online sections were assessed==.  The results were:

Overall = 79% (grand means weighted by section) (for AY 2019-2020, the result = 72%)
History and purpose = 83% (for AY 2019-2020, the result = 77%)
Coding conventions = 80% (for AY 2019-2020, the result = 72%)
Coding for organ systems = 80% (for AY 2019-2020, the result = 73%)
n = 51

**Outcomes 3, 4 and 5:  Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data):**  Three full-term online sections were offered - one in fall 2020 and two in spring 2021 with 68 students enrolled. A total of 62 (91.2%) in the ==three online sections== were assessed:

Overall = 81% (grand means weighted by section) (for AY 2019-2020, the result = 90%)
Recognition = 86% (for AY 2019-2020, the result = 96%)
Health records = 77% (for AY 2019-2020, the result = 88%)
Quality Improvement = 82% (for AY 2019-2020, the result = 89%)
Organization and Work Planning = 79% (for AY 2019-2020, the result = 89%)
Health Data Sets = 78% (for AY 2019-2020, the result = 86%)
n = 91

**Outcome 2:  Reimbursement Methodologies Assessed in ALLH 1620 (Health Insurance and Medical Billing):**  Three full-term online sections were offered (one in the fall and two in the spring) with a total of 41 students enrolled in them on census day. A total of 38 (92.7%) students in the ==three online sections== were assessed on the final exam.  The results were:

Overall = 84% (grand means weighted by section) (for AY 2019-2020, the result = 84%)
Sequence codes = 75% (for AY 2019-2020, the result = 93%)
Reimbursement = 70% (for AY 2019-2020, the result = 77%)
Regulations = 82% (for AY 2019-2020, the result = 81%)
Methodologies = 94% (for AY 2019-2020, the result = 84%)
n = 38

**Outcome 6:  Confidentiality and Data Content Assessed in HCM 2650 (Medical Law and Ethics):** ==Three online sections== were offered (two in fall and one in spring).  In all, 74 students were enrolled in the course on the census day for the fall and spring semesters. A total of 72 (97.3%) of the students in the three sections were assessed using the midterm and final exams. The results were:

Overall = 90% (for AY 2019-2020, the result = 90%)
A.  Law and ethics, law issues, courts, and contracts = 89% (for AY 2019-2020, the result = 91%)
B.  Health care issues and delivery systems, consumer issues, and insurance = 91% (for AY 2019-2020, the result = 89%)
n = 72

As noted in each section above the mean score for all students was above the 70% benchmark in all four courses. ALLH 1615 students in AY 2020-2021 performed at a higher rate than they did in AY 2019-2020 (79% versus 72%) while ALLH 1200 students slipped from 90% last year to 81% this year.  ALLH 1620 students performed at 84% both years and HCM 2650 students performed at the same rate (90% for both years). Selective SLO reports for each course are attached as PDF files below.

Given that the observed scores of

79% for ALLH 1615,
81% for ALLH 1200,
84% for ALLH  1620, and
90% for HCM 2650
weighted overall for the program based on the four courses = 84%

> the established benchmark of 70%, this objective is met.

Attached Files
　ALLH 1615 SLO Report Fa 20.pdf
　HCM 2650 SLO Report Fall 20.pdf
　ALLH 1620 SLO Report SP 21.pdf
　ALLH 1620 SLO Report FA 2020.pdf
　ALLH 1615 SLO Report Sp 21.pdf
　ALLH 1200 Fa 20 SLO Report.pdf

**Improvement Plan/ Changes Made:**
Even though the outcome were met for all four courses, the faculty believe student learning can be improved by the following (see the SLO reports in the Progress Report Section):

**ALLH 1615:**  add non-graded assignments and interactive lessons to improve understanding; add videos from coding resources to assist students who are visual or auditory learners.

**ALLH 1200:**  add weekly assignments; re-evaluate quiz and exam questions and incorporate new questions as needed.

**ALLH 1620:**  provide additional reading and resources beyond the ICD-10-CM assignment.  One item achieved a 64% in spring 2021 - provide more engaging resources. Finally, continue to try to be engaging with students.

**HCM 2650:** include case studies and modify final exam questions that require varying levels of difficulty.

Director of IE's note: a program was hired in late summer 2020 and has worked with faculty on updating program coursework, objectives, and assessments. For AY 2021-2022, there will be changes in this objective to reflect new program objectives, courses, and student learning outcomes in those courses.

**RELATED ITEMS-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
MCB 20-21 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program
Goal Number: 5
Progress: Completed
Provided By: Medical Billing and Coding (CTS)
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**MCB 20-21 (CTS) Placement**
**Objective Number: 5.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

Upon graduation, Medical Coding and Billing Program (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 56.3% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 38 students completed the Medical Coding and Billing program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Medical Billing and Coding, CTS, Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Total Number of Completers | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | none | -- | -- | -- | -- | -- |
| FA 13 - SP 14 | none | -- | -- | -- | -- | -- |
| FA 14 - SP 15 | none | -- | -- | -- | -- | -- |
| FA 15 - SP 16 | 5 | 1 | 2 | 0 | 1 | 1 |
| FA 16 - SP 17 | 14 | 0 | 1 | 0 | 0 | 13 |
| SP 18 - SU 18 | 4 | 0 | 0 | 0 | 0 | 4 |
| FA 18 - SP 19 | 18 | 5 | 2 | 1 | 3 | 7 |
| SU 19 - SP 20 | 38 | 8 | 8 | 5 | 2 | 15 |
| Total | 41 | 6 | 5 | 1 | 4 | 25 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 56.25 |

The results indicated that eight students were employed in the field while two were continuing their education and 15 could not be contacted. As a result, the total (8+2)/ (38-15) = 43.5% removing the 15 students who could not be contacted.  Given that the observed value of 43.5% < the historical benchmark of 56.3%, this objective is not met.

**Improvement Plan/ Changes Made:**
Beginning AY 2021-2022, the program director will be taking over determining job placement.  She will have a better relationship with each student than will institutional effectiveness.

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS**------------------------------------------------------------
  **RELATED ITEM LEVEL 1**
  MCB 20-21 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program
  Goal Number: 5
  Progress: Completed
  Provided By: Medical Billing and Coding (CTS)
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
    New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

## *Nursing*

**ASN 20-21 Professional Competency based on NCLEX-RN**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Nursing students will demonstrate competency as an entry-level nurse by successfully passing the National Council of State Boards of Nursing (NCSBN) License Examination (NCLEX-RN).

The exam has the following student learning outcomes organized by client need areas. Upon the conclusion of the program, nursing students will demonstrate competency as evidenced testing at or above the passing performance as determined by the NCSBN in the following client need areas on the NCLEX-RN:

1. Management of Care
2. Safety and Infection Control
3. Health Promotion and Maintenance
4. Psychosocial Integrity
5. Basic Care and Comfort
6. Pharmacological and Parenteral Therapies
7. Reduction of Risk Potential
8. Physiological Adaptation

**Assessment/Evaluation/Measures/Strategies:**
Successful completion of the exam is required prior to obtaining a license to practice nursing in the state of Louisiana.  As defined by the State of Louisiana (Title 46, Part XLVII, 3325 A), in order to be licensed as a registered nurse in Louisiana, all registered nurse applicants shall take and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Nursing programs are required to meet the Louisiana State Board of Nursing (LSBN) percentage of students from a cohort taking the NCLEX-RN and passing the test on the first attempt in a calendar year. The current expectation is that nursing programs will have an 80% or greater for all first-time testers.

Additionally, the official data released every six months on the NCLEX Program Reports will be utilized to determine the program's graduate's success in the client needs category. The test plan performance report provides group testing outcomes, but not individual student outcomes. Evidence to be utilized: (a) comparison of NCSBN passing performance and graduates from LSUE ASN, (b) comparison of graduates from LSUE ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs), and (c) comparison of graduates from LSUE ASN program and graduates from similar programs (ASN) across every jurisdiction.

NOTE:  Benchmark updated to 80% to conform with LSBN and language referring to 85% removed on November 10, 2020 by the Director of IE and the Program Director for Nursing.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the benchmark was met as the first-time pass rate for 2020 Calendar Year was 88.31% with 68 of 77 graduates testing, as reported by the Louisiana State Board of Nursing (LSBN) from the National Council of State Board of Nursing (NCSBN) reports. Additionally, data from all first-time NCLEX-RN test takers in the academic year of 2020-2021, resulted in a pass rate of 86.21%. Both measures exceed the benchmark of 80%. Additionally, the test plan performance report (Mountain Measurement NCLEX Program Reports) contains the client needs area of the NCLEX-RN test plan and the required passing performance for each content area. The report does not provide individual graduate data but only cohort data tested within a specified period. The data for both LSUE ASN Eunice and Lafayette data is merged as the program is one in accordance with the NCSBN and cannot be disaggregated.

**Summary – NCLEX-RN Data (Passing Performance)**
2020 Calendar Year NCLEX-RN Data:

The first-time NCLEX-RN pass rate data is from the Traditional ASN cohorts (SP18:FA19 and FA18:SP20) and one LPN to ASN cohort (L-SP19:SP20). It is noted that one FA18:SP20 student did not test until Spring of 2021 due to ineligibility and all students graduating in Fall 2019 (December) were not eligible to take the NCLEX-RN until January 2020. The attached document NCLEX-RN first-time pass rates Table 1 includes information for the calendar year as reported with the LSBN.

AY 2020-2021 NCLEX-RN Data:

Graduates eligible to be first-time testers for NCLEX-RN included graduates from the Traditional ASN program – cohorts FA18:SP20 and SP19:FA20, as well as LPN to ASN graduates – cohorts L-SP19:SP20 and L-FA19:FA20. The four cohorts combined had a total of 87 graduates with 75 passing NCLEX-RN on the first attempt for an aggregated pass rate of 86.21%. Of those 12 that did not pass on the first attempt, nine have passed on retest, two have not retested and one is ineligible to retest. Additional AY 2020-2021 disaggregated data by program option and site are as follows:

- Graduates of the Traditional ASN program option had 62 of 73 first-time testers pass NCLEX-RN with a rate of 84.93%.

- Graduates of the LPN to ASN program option had 13 of 14 first-time testers pass NCLEX-RN with a rate of 92.86%.
- Graduates from the Eunice location had 47 of 56 first-time testers pass NCLEX-RN with a rate of 83.93%.
- Graduates from the Lafayette location had 28 of 31 first-time testers pass NCLEX-RN with a rate of 90.32%.

**Summary – NCSBN Client Needs Areas of the NCLEX-RN**

The LSUE ASN 56 graduates from Spring 2020 (Eunice) cohort (FA18:SP20) performed above the passing performance in 8 of 8 client needs content areas as reported from April 2020 to September 2020 (see Test Plan Performance Results April 2020 to September 2020 on page 2 below). The Eunice cohort scored lower or equal in 5 of 8 client needs area when compared to graduates from the jurisdiction (state), which includes both ASN and BSN program graduates in Louisiana. Additionally, the cohort graduates scored higher or equal to graduates from similar programs (Associate level) nationally, in 4 of 8 areas to include safety and infection control, psychosocial integrity, basic care and comfort, and pharmacological and parenteral therapies. This comparison is similar to the findings from AY 2019-2020; however the client needs categories have changed. A significant increase is noted in the client needs content area of psychosocial integrity.

The ASN 31 graduates from Fall 2020 (Lafayette) cohort (SP19:FA20) performed above the passing performance in 8 of 8 client needs content areas as reported from October 2020 to March 2021 (Test Plan Performance Results October 2020 to March 2021 on page 1). The Lafayette cohort scored higher or equal in 5 of 8 client needs area when compared to graduates from the jurisdiction (state), which includes both ASN and BSN program graduates in Louisiana. Additionally, the cohort graduates scored higher or equal to graduates from similar programs (Associate level) nationally, in 7 of 8 client needs areas, with the client needs area of psychosocial integrity, being lower for this group of graduates.

The test plan performance report from graduates taking the NCLEX-RN aligns similar to other formative assessments administered in the program. Measures put in place to increase overall graduate performance in each client needs category, continues. Ongoing faculty development and utilization of formative assessments from third-party vendors continues to be a focus of student preparation. The AY 2020-2021 Test Plan Performance Reports are attached.

Given that the observed value for:
- LSUE location students = 83.93% > the established benchmark of 80% and
- Lafayette location students = 90.32 > the established benchmark of 80%,

this objective is met.

Attached Files
AY 2020-2021 TEST PLAN PERFORMANCE REPORTS.pdf
NCLEX-RN FIRST TIME PASS RATES - TABLE 1 AND TABLE 2.pdf

**Improvement Plan/ Changes Made:**

The NCLEX-RN pass rates and meeting the NCSBN client needs area for passing will continue to be monitored.

**RELATED ITEMS-------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
ASN 20-21 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: No additional funds were requested from the general university fund.
Start: 11/1/2020
End: 10/31/2021

> **RELATED ITEM LEVEL 2**
> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
> New Number Identifier Field: 1. Ensure Access
>
> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
> New Number Identifier Field: 2. Student Success
>
> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
> New Number Identifier Field: 3. Partnerships
>
> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
> New Number Identifier Field: 4.  Improvement

**ASN 20-21 Professional Competency based on Clinical Results**
**Objective Number: 2.1a**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon the conclusion of the Nursing Program, the student will:

1. Integrate principles from the natural and behavior sciences with nursing to meet the needs of individuals across the life span.
2. Analyze the nursing process to modify care of individuals with complex needs across the life span.
3. Apply therapeutic communication to manage care of individuals with complex needs across the life span.
4. Demonstrate the ability to manage the care of individuals using multi-disciplinary team approach.
5. Accept responsibility as a member within the discipline of nursing.

Developed by the nursing faculty, these competencies must be met in order for the student to successfully complete NURS 2535 (Nursing Clinical Practice IV - the final clinical course in the program). NURS 2535-55 Syllabus (below) used each semester with the semester, year and faculty updated.

Attached Files
  NURS 2535-2555 FA19 Syllabus.pdf

**Assessment/Evaluation/Measures/Strategies:**
Students are directly assessed weekly using a rubric. Each of the five outcomes are broken out into specific tasks that are required of students. The rating of Pass/Fail is based on direct observation by the student in the clinical setting.

Benchmark = 77% This benchmark is developed by the nursing faculty and is more stringent to hold students to a higher standard due to the fact that they are in direct contact with patients in a clinical setting.

Director of IE's note: Note that this is an indirect assessment as far as the grade is concerned, but this course is a pass/fail course and students must have an average of 77% from all assessments in order to "pass" the class and show competence. The final grade is based on direct assessments from faculty.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective was met with all students successfully completing the NURS2535 / NURS2555 clinical courses in the final semester of the class. The attachment with a sample of completed clinical evaluations are included. Attachments 2.1a A-D are examples of completed, final clinical evaluations for NUR2535 (Traditional ASN students) and NUR2555 (LPN-ASN students).

Given that the observed pass rate of 100% > the established benchmark of 77%, this objective is met.

Attached Files
  2.1a A SAMPLE EVALUATION.pdf
  2.1a B SAMPLE EVALUATION.pdf
  2.1a D SAMPLE EVALUATION.pdf
  2.1a C SAMPLE EVALUATION.pdf

**Improvement Plan/ Changes Made:**
No changes will be made at this time and will continue to be monitored.

**RELATED ITEMS---------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**

ASN 20-21 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: No additional funds were requested from the general university fund.
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ASN 20-21 Graduation Rate**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Completion rates for Nursing are measured by two objectives.

2.20 Traditional students admitted to the nursing program will graduate within six semesters, or one-and-one-half the length of the program.

2.21 LPN's entering through advanced standing will graduate within one year, or one-and-one-half the length of the program for the LPN "fast-track".

**Assessment/Evaluation/Measures/Strategies:**

2.20 Expected level of achievement for traditional students is 60% chosen by faculty based on historical data.

2.21 Benchmark revised: Expected level achievement for LPNs is 60% chosen by faculty based on historical data. This is decreased from 80% from last year.

Rationale for Changing Benchmark: Note on Change of Benchmark: The benchmark has been changed to 60% from 80% in previous years related to the change of experienced LPNs accepted into the LPN to ASN program. In previous years, LPNs had to have acute care nursing experience (approximately 3 years) to be eligible to apply for the program. This experience enhanced their opportunity to successfully complete the program. LPNs working in acute care is cyclic and currently most LPNs are employed in skilled nursing, sub-acute care and/or long-term care facilities. To be more accepting of LPNs desiring to advance their nursing careers, the program removed the requirement of having acute care nursing experience to be eligible for the program. This change is also supported by Louisiana State Board of Nursing - R. S. 46: XLVII:3521. I.1 - to allow for a mechanism of recognition of prior learning and advanced placement in the undergraduate/graduate curriculum. Removing the hurdle of LPNs having acute care experience does place these students in the same position of program completion as the traditional ASN students.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was partially met. This was due to 4 out of 5 (80% of the LPN to ASN students completing the program (2.21) and the Traditional ASN students' completion rate was achieved.

2.20 – For AY 2020-2021, the Traditional ASN cohorts (FA18:SP20 and SP19:FA20) achieved the benchmark individually and collectively with an on-time completion rate of 75% (66 of 88 students) and a within one-and-one-half the length of program and/or six semesters for an overall completion rate of 86.36% (76 of 88 students). Refer to the documentation table on page 1 in the pdf file below.

2.21 – For AY 2020-2021, the LPN to ASN cohorts (L-SP19:SP20 and L-FA19:FA20) achieved the benchmark individually and collectively with an on-time completion rate of 87.5% (14 of 16 students) and a within one-and-one-half the length of program and/or five semesters for an overall completion rate of 100% (16 of 16 students). Refer to the documentation table in the pdf file page 2 below.

Summary –

Given that 86.36% of the Traditional ASN students (FA18:SP20 and SP19:FA20) graduated within one-and-one-half time the length of the program which exceeds the established benchmark of 60%, the expected level of achievement is met. The FA18:SP20 cohort started with 60 students with 45 graduating on-time (75%) and 52 of 60 students graduated within one-and-one-half time the length of program (86.67%). The SP19:FA20 cohort started with 28 students with 21 graduating on-time (75%) and 24 of 28 students graduated within one-and-one-half time the length of the program (85.71%).

Additionally, given that 100% of the LPN to ASN students (L-SP19:SP20 and L-FA19:FA20) graduated within one-and-one-half time the length of the program which exceeds the established benchmark of 60%, the expected level of achievement is met. The L-SP19:SP20 cohort started with

9 students with 9 graduating on-time (100%). The L-FA19:FA20 cohort started with 7 students with 5 graduating on-time (71.43%) and 7 of 7 students graduated within one-and-one-half time the length of the program (100%).

Overall, this objective is met.

Attached Files
 AY 2020-21 2.20 & 2.21 TABLE ASN COMPLETION RATES.pdf

**Improvement Plan/ Changes Made:**
The program will continue to monitor completion rates at one-and-one-half time the length of the program with the same benchmark of 60% for both Traditional ASN and LPN to ASN graduates.

**RELATED ITEMS**-------------------------------------------------------------
**RELATED ITEM LEVEL 1**
ASN 20-21 Maintain an Effective Nursing (ASN) Program
Goal Number: 2
Progress: Completed
Provided By: Nursing
Budget Information: No additional funds were requested from the general university fund.
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ASN 20-21 Employment**

**Objective Number: 2.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Nursing graduates will be employed in their field within six months of graduation.

**Assessment/Evaluation/Measures/Strategies:**
Expected Level of Achievement (benchmark) is 90%. Benchmark was established by the Program Director and nursing faculty based on historical data. Both graduating classes (Spring 2020 - Eunice and Fall 2020 - Lafayette) completed the forms, with any students not securing employment at time of graduation communicated with via telephone calls, text messages and/or emails to obtain additional information about employment.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective was met as evidenced in the attached PDF documentation below. 95.40% graduates from the LSUE Nursing program (83 of 87) in 2020 had employment either at the time of graduation or within six months of graduation. Four students were not eligible for employment – three have not successfully passed the NCLEX-RN license exam to-date (or have not retested) and one was found to not be eligible for licensure related to personal matters.

Disaggregated data for all Traditional ASN graduates in 2020 resulted in 94.52% combined total with 69 of 73 graduates having employment within six months of graduation, while 100% of LPN to ASN graduates had employment in the same timeframe. Disaggregated data by location is noted as follows:

- Eunice Location: 95.47% (45/47) traditional ASN graduates and 100% (9/9) LPN to ASN graduates had employment within six months. The combined total of employment for Eunice location graduates is 96.43% (54/56).
- Lafayette Location: 92.31% (24/26) traditional ASN graduates and 100% (5/5) LPN to ASN graduates had employment within six months. The combined total of employment for Lafayette location graduates is 93.55% (29/31).

Therefore, reviewing employment rates for graduate in 2020 (AY2020-2021) the benchmark is met with both aggregated and disaggregated data.

Given that the observed value of

- 96.43% at the LSUE site > the established benchmark of 90% and
- 93.55% at the Lafayette site > the established benchmark of 90%

this objective is met.

Attached Files
 AY 2020-2021 TABLE- EMPLOYMENT DATA.pdf

**Improvement Plan/ Changes Made:**
At this time, no changes are required, and graduate employment rate will continue to be monitored.

**RELATED ITEMS------------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       ASN 20-21 Maintain an Effective Nursing (ASN) Program
       Goal Number: 2
       Progress: Completed
       Provided By: Nursing
       Budget Information: No additional funds were requested from the general university fund.
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field:
              1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
              New Number Identifier Field: 3. Partnerships

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
              New Number Identifier Field: 4.  Improvement

## *Criminal Justice*

**CJ 20-21 (AS) Professional Competency**
**Objective Number: 1.1**
**Start: 11/1/2020**

**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon the conclusion of the Associate of Science in Criminal Justice Program, students will demonstrate the knowledge base and application to work as a Public Safety and Protection professional.  Upon the completion of the program, students will demonstrate:
1. Theories of Criminal Justice.
2. Practices of Criminal Justice; and
3. Anticipated evolution of the Criminal Justice professional.

The above objectives are supported by the Student Learning Outcomes (SLOs), in CJ 2131 (Police Process).  Upon the conclusion of the CJ 2131 course, the student will demonstrate an understanding of the (see file below):
1. Demonstrate an understanding of the roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; and qualifications required to become a law enforcement officer.
2. Demonstrate an understanding of how diversity, equity, and inclusion play a role in policing.
3. Demonstrate an understanding of the policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.
4. Demonstrate an ability to critically analyze past, present, and potential future issues in policing.

These four outcomes replace the two below:
1. Roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; qualifications required to be a law enforcement officer.
2. Policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.

The program outcomes are also assessed using SLOs in CJ 2133 (Correctional Process).  Upon the completion of this course, students will (see file below):
1. Demonstrate an understanding of the American correctional system.
2. Demonstrate an understanding of how diversity, equity, and inclusion play a role in corrections.
3. Identify and understand the concepts of prison life; organizational structure and subculture of inmates; differences between adult and juvenile incarceration; and various programs pertaining to the concept of rehabilitation.
4. Demonstrate an ability to critically analyze past, present, and potential future issues in corrections.

The four outcomes will replace the five outcomes below
1. Demonstrate an understanding of the modern American correctional system.
2. Identify the history of corrections including the individual reformers who played an important role in establishing and maintaining the current model.

3. Demonstrate knowledge of the requirements for becoming a correctional officer, limitations and roles of officers, administrators, and support staff.
4. Identify and understand the concepts of prison life; organizational structure and subculture of inmates; the differences between adult and juvenile incarceration; and the various programs available in order to satisfy the philosophy of rehabilitation.
5. Demonstrate the ability to research and articulate information regarding prison populations, issues, and historical benchmarks; effectively write a report within the requirements of APA style of writing with limited grammatical error.

The outcomes were updated by a new program coordinator that wished to update the curriculum.

Attached Files
CJ 2133 Correctional Process Syllabus SP 21.pdf
CJ 2131 Police Process Syllabus SP 21.pdf

**Assessment/Evaluation/Measures/Strategies:**
As the Criminal Justice Program is an online program, all online students will be assessed (i.e., no sampling). There are no face-to-face sophomore level courses for the Criminal Justice Program, at this time.

For the 8-week online CJ 2131, Police Process course during Spring 2021, the outcomes will be assessed in the following manner:

1. Final exam.
2. Midterm writing assignment covering chapters 1-5.
3. Final research assignment.
4. Class discussion.

For the 8-week online CJ 2133, Correctional Process during Spring 2021, the outcomes will be assessed in the following manner:

1. Final exam.
2. Six topic postings.
3. Research assignment.
4. Weekly quizzes covering the readings.

The benchmark for both courses is 70% which was established because it is the lowest C (average) grade that can transfer to other institutions of higher education in the state.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because the Interim Coordinator left office without completing any of the IE work when he was replaced by a full-time coordinator from out-of-state.

For AY 2020-2021, a new Coordinator of Public Safety and Protection was hired. He decided to use the fall 2020 semester to update the syllabi for both CJ 2131 and CJ 2133 (see 12-15-20 Plan for Assessing below). As a result, no data was collected from the 41 students enrolled in the fall eight-week sections. Data, however, was collected from the spring 2021 eight-week online accelerated sections.

For CJ 2131, 17 (85%) of the 20 students were assessed. The results were:
- overall = 83.1% (see CJ 2131 SLO...below)
- A. roles, responsibilities, and functions = 84%
- B. diversity = 75%
- C. policies and procedures = 76%
- D. issues = (not assessed due to a technical issue in the LMS)

For CJ 2133, 10 (100%) of the 10 students were assessed. The results were:
- overall = 86.9% (see CJ 2133 SLO...below)
- A. history, structure, purpose = 91.6%
- B. diversity = 81.0%
- C. prison life =73.6%
- D. issues = 94.8%

Data from both courses indicates that student learning exceeded the benchmark overall and for each SLO using the final exam, quizzes, and the research project.

Given that the observed score for CJ 2131 - 83.1% and CJ 2133 = 86.9% > the established benchmark of 70%, this objective is met.

Attached Files
12-15-20 Plan for Assessing CJ and FES.pdf
CJ 2133 SLO Correctional Process SP 21.pdf
CJ 2131SLO Police Process Sp 21.pdf

**Improvement Plan/ Changes Made:**
The new program coordinator updated the criminal justice course descriptions during AY 2021-2022 in an effort to bring the program up to date to the latest theories and practice (see Courses and Curricula documents below).

Even though the outcomes were met faculty believe they can improve by:

CJ 2131:
- Students will be encouraged to use the LSUE library for their writing assignments.
- Students will be encouraged to send in a rough draft of their research assignment.
- Students will be given the opportunity to review examples of case law.

CJ 2133
- Assign additional research papers instead of using assignments and quizzes.
- Less emphasis on discussion postings.
- Update the instructions for the research paper to have students submit a rough draft.

Attached Files
Final C&C CJ 2131.pdf
Final C&C CJ 2133.pdf

**RELATED ITEMS---------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    CJ 20-21 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
    Goal Number: 1
    Progress: Completed
    Provided By: Criminal Justice
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**CJ 20-21 (AS) Retention**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain Fall-to-Fall retention of new first-time students declaring their chosen major as Associate of Science in Criminal Justice.

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920 with 148 new first-time students entering the Associate of Science in Criminal Justice and 64 being retained for a retention value of 43.24% (see Table 1).

| Table 1. Criminal Justice Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 32 | 13 | 40.63 |
| 1415-1516 | 28 | 9 | 32.14 |
| 1516-1617 | 17 | 6 | 35.29 |
| 1617-1718 | 20 | 11 | 55.00 |
| 1718-1819 | 27 | 15 | 55.56 |
| 1819-1920 | 24 | 10 | 41.67 |
| Totals | 148 | 64 | 43.24 |

As a result, a benchmark of 43.24% will be used based on historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. The improvement plan for AY 2019-2020 is incomplete because the Interim Coordinator left office in August 2020 without completing any of the IE work when he was replaced by a full-time Coordinator from out-of-state.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19).  According to Institutional Research, 22 new first-time students were admitted into the Criminal Justice program for fall 2019 according to the 14th day census data.  Ten (10 or 45.45%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 45.45% > the 43.24% historical retention, this objective is met.

Attached Files
  2-25-21 CJ Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**

As the new Public Protection & Safety Program Director, the following has been initiated to improve CJ 20-21 (AS) Retention:

- Creation of new and engaging courses
- Conduct monthly professional development sessions for all PBSA/CJ adjunct faculty, implementing the latest pedagogic and andragogic educational practices (see DOC 1)
- Complete revision of the Criminal Justice curriculum, syllabi, and SLOs (see DOC 2 for an updated syllabus and DOC 3 for the syllabus for a new course)
- Transitioning to new adjunct faculty

Our collective goal is the continued commitment and dedication from all PBSA/CJ faculty. Consequently, the CJ curriculum will undergo regular improvements while striving for further increases in student retention.

Attached Files
  DOC 2 New CJ 1107 Intro to Criminal Justice  Syllabus.pdf
  DOC 3 EMGT 1500 Emergency Mgt in High-Threat Situations Syllabus.pdf
  DOC 1 Emails of Staff Meeting Dates and Times.pdf

**RELATED ITEMS---------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      CJ 20-21 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
      Goal Number: 1
      Progress: Completed
      Provided By: Criminal Justice
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**CJ 20-21 (AS) Placement**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message will be left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note: The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted). Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 68.6% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. It was decided to monitor the data into AY 2020-2021 because none of the five students could be contacted and the interim director who left in August 2020 would not assist with the data.

For AY 2020-2021, 22 students graduated from the Criminal Justice program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Criminal Justice Placement Rates. | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 18 | 7 | 6 | 1 | 1 | 3 |
| FA 13 - SP 14 | 16 | 3 | 2 | 1 | 6 | 4 |
| FA 14 - SP 15 | 13 | 3 | 2 | 1 | 4 | 3 |
| FA 15 - SP 16 | 18 | 3 | 4 | 2 | 3 | 6 |
| FA 16 - SP 17 | 23 | 1 | 15 | 1 | 3 | 3 |
| SP 18 - SU 18 | 16 | 3 | 9 | 0 | 3 | 1 |
| FA 18 - SP 19 | 5 | 1 | 0 | 0 | 1 | 3 |
| SU 19 - SP 20 | 22 | 10 | 3 | 0 | 1 | 8 |
| Total | 109 | 21 | 38 | 6 | 21 | 23 |
| Overall percent of students employed in field or continuing education without those not contacted (does not include the academic year under discussion) = | | | | | 68.60 | |

The results indicated that three students were employed in the field while one was continuing their education and eight could not be contacted. As a result, the total ((3+1)/ (22-8)) = 28.6% removing the eight students who could not be contacted. Given that the observed value of 28.6% < the historical benchmark of 68.6%, this objective is not met.

**Improvement Plan/ Changes Made:**
In an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS**-----------------------------------------------------------
        **RELATED ITEM LEVEL 1**
        CJ 20-21 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program
        Goal Number: 1
        Progress: Completed
        Provided By: Criminal Justice
        Budget Information: none (existing)
        Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:
1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement


## *Fire & Emergency Services (AAS) and Fire Service Technology (CTS)*

**FES/FST 20-21 (AAS/CTS) Professional Competency**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**


**Objective With Intended Outcomes:**
Upon successful completion of the curriculum, students will demonstrate the theoretical knowledge as a Fire and Emergency Service (FES) or Fire Service Technology (FST) professional. This curriculum will enable students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications.  Upon the conclusion of the Fire and Emergency Services, Associate of Applied Science, the graduate will:
1. Apply the principles of Fire and Emergency Services,
2. Identify practices of Fire and Emergency Services, and
3. Anticipate the evolution of the Fire and Emergency Service professional.

These outcomes will be assessed using two sophomore level courses traditionally completed at the end of the FES and FST programs.

First, online FSCI 2152 Principles of Fire and Emergency Services Safety and Survival.  The outcomes are: Upon completion of this course, the student will (see file below):

1. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability, and personal responsibility.
2. Explain the need for enhancements of personal and organizational accountability for health and safety.
3. Define how the concepts of risk management affect strategic and tactical decision-making.
4. Describe and evaluate circumstances that might constitute an unsafe act.
5. Explain the concept of empowering all emergency services personnel to stop unsafe acts.
6. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.
7. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.
8. Explain the vital role of local departments in national research and data collection systems.
9. Illustrate how technological advancements can produce higher levels of emergency services safety and survival.
10. Explain the importance of investigating all near-misses, injuries, and deaths.
11. Describe how obtaining grants can support safety and survival initiatives.
12. Discuss how incorporating lessons learned from investigations can support cultural change throughout the emergency services.
13. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and deaths.
14. Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes.
15. Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as identify access to local resources and services.
16. Describe the importance of public education as a critical component of life safety programs.
17. Discuss the importance of fire sprinklers and code enforcement.
18. Explain the importance of safety in the design of apparatus and equipment.

Director of IE's note:  instead of referring the reader to the syllabus, all 18 outcomes from the syllabus are duplicated here for convenience.

Second, online FSCI 2155 Fire Protection Systems and Equipment was used. The outcomes are: Upon completion of this course, the student will (see file below):

1. Identify and describe various types and uses of fire protection systems (see details in syllabus).
2. Describe the basic elements of a public water supply system as it relates to fire protection.

As noted below in the progress section, FSCI 2155 was offered but cancelled for both fall 2020 and spring 2021. As a result, the syllabus from AY 2019-2020 remains in the file section below for reference.

Director of IE's note:  Rationale for combining the assessments for the two programs is

1. The FST is a certificate that feeds into the FES program.
2. Assessing FST separately from FES students did not make sense because the students in the courses above are the same students. The data was essentially being duplicated from one program to the other (see 10-23-20 Combining PDF document below).

Attached Files
FSCI 2155 Syllabus Sp 19
FSCI 2152 Revised Syllabus FA 2020.pdf
10-23-20 Combining FES and FST in CA.pdf

**Assessment/Evaluation/Measures/Strategies:**
Students in each of the courses will be assessed using embedded Student Learning Objectives (SLO) questions. All students in each course will be assessed to determine a clear and concise understanding of SLO (i.e., no sampling).

FSCI 2152: Module Writing/discussion Assignments and final exam (for overall)
FSCI 2155: Module Quizzes

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because the Interim Coordinator left office in August 2020 without completing any of the IE work when he was replaced by a full-time coordinator from out-of-state.

For AY 2020-2021, FSCI 2152 was offered online for fall 2020 and spring 2021 semesters. However, the spring FSCI 2152 was cancelled due to low enrollment. Further, the FSCI 2155 was not offered for either fall or spring due to low enrollment in the program. As a result, FSCI 2152 from fall 2020 will be used to assess the professional competency for the two programs (see the 12-15-20...PDF File below).

For FSCI 2152 in fall 2020, there were 8 students enrolled on census day with 7 (87.5%) of them being assessed for student learning outcomes using module quizzes (see FSCI 2152 Fall 2020 SLO PDF file below).

Overall = 83.62% (Final exam assessing all outcomes (not an average of SLO means)

SLOs 1-3 = 87.16%
SLOs 4-6 = 76.00%
SLOs 7-9 = 75.52%
SLOs 10-12 = 91.00%
SLOs 13-15 = 87.00%
SLOs 16-18 = 85.08%
n = 7

Given that the observed score = 83.62% > the established benchmark of 70%, this objective is met.

Attached Files
12-15-20 Plan for Assessing CJ and FES.pdf
FSCI 2152 Fall 2020 SLOs Final.Hally.pdf

**Improvement Plan/ Changes Made:**
Even though the objective was met, the faculty member noted that he
1. encourages time management since the course is offered in 8 weeks.
2. emails students if they are turning in assignments or taking quizzes late (see attached SLO form below).

Attached Files
FSCI 2152 Fall 2020 SLOs Final.Hally.pdf

**RELATED ITEMS-----------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  FES/FST 20-21 Maintain an Effective Fire and Emergency Services (FES) Associate of Applied Science (AAS) and Fire Service
  Technology (FST) Certificate of Technical Studies (CTS)Programs,
  Goal Number: 2
  Progress: Completed
  Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
    New Number Identifier Field: 3. Partnerships

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of
    continuous improvement.
    New Number Identifier Field: 4. Improvement

**FES 20-21 (AAS) Retention**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain fall-to-fall retention of new first-time students declaring their chosen major as Associate of Applied Science in Fire and Emergency Services (FES).

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920 with 74 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 45 being retained for one year yielding a retention rate of 60.81% (see Table 1).

| Table 1. New First-Time Fire and Emergency Services Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 15 | 10 | 66.67 |
| 1415-1516 | 20 | 12 | 60.00 |
| 1516-1617 | 9 | 4 | 44.44 |
| 1617-1718 | 8 | 5 | 62.50 |
| 1718-1819 | 11 | 6 | 54.55 |
| 1819-1920 | 11 | 8 | 54.55 |
| Totals | 74 | 45 | 60.81 |

As a result, a retention benchmark of 60.81% is set given historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, five new first-time students were admitted into the FES program for fall 2019 according to the 14th day census data.  Three (3 or 60.0%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 60.00% ≈ 60.81% historical retention, this objective is partially met given the low n.

**Improvement Plan/ Changes Made:**
As the new Public Protection & Safety Program Director, the following has been initiated to improve FES 20-21 (AAS) Retention:
- Conduct monthly professional development sessions for all PBSA/FES adjunct faculty, implementing the latest pedagogic and andragogic educational practices (see DOC 1)
- Implementation of new educational strategies for faculty to support content delivery and student learning
- Transitioning to new adjunct faculty

Additionally, student recruitment throughout the state is planned for 2021 as COVID-19 becomes more manageable with the vaccine.

Attached Files
 DOC 1 Emails of Staff Meeting Dates and Times.pdf

**RELATED ITEMS-----------------------------------------------------------**
   **RELATED ITEM LEVEL 1**
   FES/FST 20-21 Maintain an Effective Fire and Emergency Services (FES) Associate of Applied Science (AAS) and Fire Service Technology (FST) Certificate of Technical Studies (CTS)Programs,
   Goal Number: 2
   Progress: Completed
   Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
   Budget Information: none (existing)
   Start: 11/1/2020
   End: 10/31/2021

      **RELATED ITEM LEVEL 2**
      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
      New Number Identifier Field: 1. Ensure Access

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
      New Number Identifier Field: 2. Student Success

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
      New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**FES/FST 20-21 (AAS/CTS) Employment**
**Objective Number: 2.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Associate of Applied Science Fire and Emergency Services and Fire Science Technology (CTS) majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.  Students are called three times.  If the call goes to voice mail, then a message will be left with the reason for the call.  If there is no answer three times, then an email will be sent.  As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 89.5% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. It was decided to monitor the employment rate given the low n = 9 students.

For AY 2020-2021, 11 students graduated from the Fire and Emergency Services program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1. Note that there were no students completing the Fire Service Technology program during AY 2019-2020.

| Table 1.  Fire and Emergency Services Placement Rates. | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 35 | 9 | 22 | 2 | 0 | 2 |
| FA 13 - SP 14 | 33 | 2 | 30 | 0 | 0 | 1 |
| FA 14 - SP 15 | 30 | 0 | 21 | 2 | 5 | 2 |
| FA 15 - SP 16 | 33 | 1 | 27 | 0 | 1 | 4 |
| FA 16 - SP 17 | 22 | 0 | 16 | 0 | 2 | 4 |
| SP 18 - SU 18 | 16 | 0 | 16 | 0 | 0 | 0 |
| FA 18 - SP 19 | 9 | 0 | 5 | 1 | 0 | 3 |
| SU 19 - SP 20 | 11 | 2 | 4 | 0 | 0 | 5 |
| Total | 178 | 12 | 137 | 5 | 8 | 16 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion = | | | | | | 89.5 |

The results indicated that 4 students were employed in the field while 0 were continuing their education. Five of the students could not be contacted.  As a result ((4+0)/ (11-5)) = 66.7% removing the five students who were not contacted.  Given that the observed value of 66.7% < the historical benchmark of 89.5%, this objective is not met.

**Improvement Plan/ Changes Made:**
The Office of Institutional Effectiveness will ask if an after-graduation survey can be sent out via forms to graduating students to be used for gathering preliminary information (see PDF files below). This will hopefully give the Office of Institutional Effectiveness additional information to help lower the students we are not able to connect with. In addition, the Office of Institutional Effectiveness will also contact another two-year institution within the state to ask how they are tracking employment after graduation.

Attached Files
  5-6-21 Career Services Contact at SOWELA.pdf
  5-5-21 LSUE Employment After Graduation Survey.pdf
  5-5-21 Email on After Graduation Survey.pdf

**RELATED ITEMS-------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        FES/FST 20-21 Maintain an Effective Fire and Emergency Services (FES) Associate of Applied Science (AAS) and Fire Service
        Technology (FST) Certificate of Technical Studies (CTS)Programs,

Goal Number: 2
Progress: Completed
Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

## *Radiologic Technology*

**RADT 20-21 (AS) Professional Competency**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon the conclusion of the Radiologic Technology program, students will demonstrate proficiency as an entry level Radiologic Technologist.

Students will demonstrate proficiency in the following:

1. Communication including:

- Establish rapport and maintain professional communication in relationships with staff and colleagues

- Establish rapport and maintain professional communication in relationships with patients and their families
- Properly confirms patient identification and verification
- Explain radiographic procedures in a clear and well-defined manner

2. Dependability, Attendance, and Responsibility of Student including

- Is available and present in designated area
- Is conscientious and resourceful
- Is punctual on a regular basis
- Is regular in attendance

3. Professionalism including:

- Is consistent in following established uniform policy
- Demonstrates professional conduct

4. Initiative of Student including:

- Assumes responsibility; performs routine duties without being asked
- Is enthusiastic, interested, and pursues unfamiliar tasks/procedures
- Is productive for imaging team

5. Attitude of Student including

- Demonstrates confidence when performing routine procedures
- Is able to accept criticism and follow directions
- Is able to use criticism for self-improvement
- Utilizes time to achieve clinical education objectives
- Consistently displays a positive attitude in department

6. Organization, Perseverance, and Quality of Procedures including:

- Is able to complete work in expected time frame
- Demonstrates organization
- Is able to follow through on assigned tasks
- Maintains a clean, orderly, and well-supplied work area
- Is able to adapt to unusual situations or stressful situations in the clinical setting
- Displays adaptability and adjusts to changes in work environment

7.  Problem Solving Skills and Critical Thinking including:

- Interpret and carry-out written and verbal communication at appropriate level
- Is able to use sound judgement while functioning in a healthcare setting
- Is able to use sound judgement in performing imaging procedures
- Be able to respond to patients' changing physical conditions independently

8.  Clinical Skills of the Student including

- Is able to demonstrate efficient operation of imaging equipment
- Is able to prepare/interpret procedure requisition
- Is able to select correct size/type of image receptor for procedures
- Is able to demonstrate proper exposure factors
- Is able to demonstrate sterile asepsis; applies standard precautions
- Is able to demonstrate radiation protection
- Is able to correctly mark radiographs with "R" and "L" markers
- Is able to demonstrate knowledge and skill in performing procedures learned/applied in previous didactic/clinical courses

9.  Competency Exams

- Aggressively pursued competency exams
- Complete required final competency exams for course (12)
- Performs with appropriate level of supervision

10.  Student was able to Demonstrate Appropriate Technical Aspects including

- Evaluate image quality: State proper/corrective adjustments
- Select, prepare, and administer contrast media
- Maintain a minimal image repeat rate

In addition, students will demonstrate proficiency in the following for final competency:

1.  Performance Criteria

- Physical Facilities Readiness
- Positioning Skills
- Equipment Manipulation
- Evidence of Radiation Protection

2. Image Evaluation

- Anatomical Parts
- Proper Alignment
- Technique
- Image/Other Identification

3. Decision Making (Critical Thinking and Problem-Solving Skills)

- Sufficient Evaluation of Requisition
- Patient Considerations
- Radiation Protection: Practices Sound Judgment
- Image Evaluation

These criteria are based on Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards in Radiologic Technology standards for an accredited educational program in radiography.  Assessments are conducted in RADT 2093 (Applied Radiography VI) in Spring 2020.

Attached:

RADT 2093 Course Syllabus

Attached Files
 RADT 2093 COURSE SYLLABUS SP 2020.pdf

**Assessment/Evaluation/Measures/Strategies:**
Students are under direct or indirect supervision with an instructor.

- JRCERT Standard 4 Health and Safety-Supervision (see JRCERT Standard 4 file below)
- JRCERT Standard 6 Institutional/Programmatic Data (see JRCERT Standard 6 file below)

The ten outcomes specific to the Radiologic Technology Program are articulated in their **RADT 2093 Clinical Evaluation Form** conducted both at midterm and at the end of the students' final semester in the program.  Students will achieve a score of $\geq 2$ (above average) on a scale of 0-3 for each outcome (see RADT 2093 Clinical Evaluation file below).  The scale for the ten items is:

- 3 = Good
- 2 = Above Average; Needs Minor Improvement
- 1 = Average; Needs Major Improvement

- 0 = Unacceptable; Needs Further Instruction or Remediation

The **Final Competency Evaluation Form** measures student performance on the three primary items over the final semester of their coursework.  Students are required to complete 15 final competencies.  Students must achieve a minimum grade of 80% on each competency to demonstrate proficiency set by the program faculty members based on the JRCERT Standards.

Attached:
Evaluation Tools:  RADT 2093 Clinical Evaluation Form/ Final Competency Evaluation
JRCERT Standard 4 Health and Safety
JRCERT Standard 6 Institutional and Programmatic Data

Attached Files
  JRCERT Standard 6 Institutional and Programmatic Data
  JRCERT Standard 4 Health and Safety
  Evaluation Tools.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2020-2021, this objective was met.

Students graduating in the Spring 2020 were assessed.  The cohort consisted of 23 students.  Students were evaluated on proficiency in the ten designated areas using the Semester/Mid Semester Evaluation Form.  The data for the 23 students is as follows:

1. Communication:

The Class Average was 2.98 at midterm and a 2.99 at the end of the semester evaluations.  This was consistent with the Class of 2019 for the same course (RADT 2093) achieving a level of > 2.  (23 of 23 students achieved >2).  **Benchmark met.**

2. Dependability, Attendance and Responsibility of Student:

The Class Average was a 2.97 at midterm and a 3.0 at the end of the semester.  This was consistent with the Class of 2019 achieving a level of > 2.  (23 of 23 students achieved >2) **Benchmark met.**

3. Professionalism:

The Class Average was 2.98 at midterm and a 2.98 at the end of the semester evaluations.  This was slight increase from the Class of 2019 for the same course (RADT 2093) achieving a level of > 2.  (23 of 23 students achieved >2) **Benchmark met.**

4. Initiative of Student:

The Class Average was a 2.98 at midterm and a 3.0 at the end of the semester.  This was consistent with the Class of 2019 for the same course achieving a level of > 2.  (23 of 23 students achieved >2) **Benchmark met.**

5. Attitude of Student:

The Class Average was a 2.86 at midterm and a 3.0 at the end of the semester.  This was consistent with the Class of 2019 for the same course (RADT 2093) achieving a level of > 2.  (23 of 23 students achieved >2) **Benchmark met.**

6. Organization/Perseverance/Quality of Procedures:

The Class Average was 2.90 at midterm and a 2.90 at the end of the semester.  This was consistent with the Class of 2019 still achieving a level of > 2. (23 of 23 students achieved >2) **Benchmark met.**

7. Problem Solving Skills and Critical Thinking:

The Class Average was 2.91 at midterm and a 3.0 at the end of the semester.  This was consistent with the Class of 2019 still achieving a level of >2.  (23 of 23 students achieved >2) Benchmark **met.**

8. Clinical Skills of Student:

The Class Average was 2.81 at midterm and 2.88 at the end of the semester.  This was consistent with the Class of 2019 still achieving a level of >2.  (23 of 23 students achieved >2) Benchmark **met.**

9. Competency Exams:

The Class Average was 3.0 at midterm and 3.0 at the end of the semester.  This was a slight improvement from the Class of 2019 still achieving a level of > 2.   (23 of 23 students achieved >2) **Benchmark met.**

10. Student Was Able to Demonstrate Technical Aspects:

The Class Average was 2.70 at midterm and a 2.60 at the end of the semester.  This data showed the same average as the Class of 2019 and still achieving a level of > 2. (23 of 23 students achieved >2) **Benchmark met.**

Final Competency Evaluation Form Items are based on a scale of 100%.  Students must demonstrate knowledge of performance criteria, image evaluation, and critical thinking and problem-solving skills. Students must also achieve a minimum of 80% for each final comp.

For AY 20-21 this Objective was met.

1. Performance Criteria:

The Class Average was a 97.3 This was consistent with the Class of 2019 having a Class Average of 97.5 a year ago; both achieving a level of > 80. **Benchmark met.**

2. Image Evaluation:

The Class Average was 97.8.  This was consistent with the Class of 2019 having a Class Average of 96.5 a year ago; both achieving a level of > 80. **Benchmark met.**  Improvement was seen on technique.

3. Critical Thinking and Problem-Solving Skills:

The Class Average was 98.3.  This was a slight improvement from the Class of 2019 average of 97.2 a year ago: both achieving a level of > 80. **Benchmark met.**

Attachments:

Evaluation Tools: RADT 2093 Clinical Evaluation Form/ Final Comp Evaluation Form

Given that the measures on the Clinical Evaluation Form for the class > 2 and the Final Evaluation Form > 80%, this objective is met.

Attached Files
 Evaluation Tools.pdf

**Improvement Plan/ Changes Made:**
Technical aspects continue to trend toward one of the weaker aspects of the evaluation tool.  (Technical aspects is determined by patient factors and equipment factors).

The program will evaluate how patient factors are being taught in the radiographic labs versus the clinical setting to determine if students have consistent information for proper application of technical aspects.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    RADT 20-21 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
    Goal Number: 3
    Progress: Completed

Provided By: Radiologic Technology
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## RADT 20-21 (AS) Credentialing
**Objective Number: 3.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Graduating students will pass the American Registry of Radiologic Technologist (ARRT) Board Exam in Radiography.

**Assessment/Evaluation/Measures/Strategies:**
Over a five-year average, credentialing pass rates will not be less 75% within six months of graduation on the first attempt of the ARRT Board exam as determined by the JRCERT.  Exam statistics are provided by the ARRT.  Results will be communicated to the division Head and Advisory Committee.  Areas of strengths and deficiencies are noted.   Results will be utilized for program improvement.

See JRCERT PDF attachment below item 5.2.

Attached Files
  JRCERT Standard 5 Assessment.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, The five-year credentialing pass rate (2016-2020) for the first attempt on the ARRT Board Exam in Radiography was 92%.

The spring 2020 credentialing pass rate for the first attempt on the ARRT exam was 91%. (21 out of 23 students). **Benchmark Met**

The 2020 national credentialing pass rate for the first attempt on the ARRT exam is 88.2%.

Attachments:
1. 1 Radiography Program Effectiveness Data Class of 2020 showing credentialing pass rates.
2. 2 ARRT Candidate Exam Results Classes of 2016-2020
3. 3 ARRT Annual Program Summary Report 2020
4. 4 ARRT National Comparison Report Class of 2020

Given that the observed value for the class of 2020 = 91% > 75%, this objective is met.

Attached Files
1 Radiography Program Effectiveness Data Class Pass Rates for 2020.pdf
4 ARRT National Comparison Report (20).pdf
2 ARRT Candidate Exam Results Class of 2016-2020.pdf
3 ARRT Annual Program Summary Report (20).pdf

**Improvement Plan/ Changes Made:**
Continue to review ARRT content specifications and align with program curriculum.

**RELATED ITEMS-----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      RADT 20-21 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
      Goal Number: 3
      Progress: Completed
      Provided By: Radiologic Technology
      Budget Information: None (existing)
      Start: 11/1/2020
      End: 10/31/2021

              **RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**RADT 20-21 (AS) Retention**
**Objective Number: 3.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The program will retain students in accordance with Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is 75% retention (25% attrition) of the total number of students in the enrollment cohort.  Program completion rate is defined as the number of students who complete the program within 150% of the stated program length.  The program must establish a benchmark for its program completion rate.  The program specifies the entry point (e.g., required orientation date, final drop/add date, final date to drop with 100% tuition refund, official class roster date, etc.) used in calculating program's completion rate.

- Effectiveness Plan Class of 2020 (see highlighted)
- JRCERT Standard 5 Assessment (see highlighted in page 3 of the file below)

Attached Files
JRCERT Standard 5 Assessment.pdf
Effectiveness Plan Class of 2020.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021 examining the Class of 2020, 96% of the cohort completed the program in Spring 2020.

Attachments:
1. 1 2020 Program Effectiveness Data
2. 2 JRCERT Program Completion Rate Calculation
3. 3 Program Completion Rate 2020 (5-year average)

Given that the observed value for the Class of 2020 = 96% > the program benchmark of 75%, this objective is met.

Attached Files
1 2020 Program Effectiveness Data
3 Program Completion Rate 2020
2 JRCERT Program Completion Calculation.pdf

**Improvement Plan/ Changes Made:**
Continue to provide program requirements to students prior to selection.  Discuss with faculty RADT1000 course requirements to prepare possible applicants for the rigor of the RADT program.

**RELATED ITEMS-------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
RADT 20-21 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
Goal Number: 3
Progress: Completed
Provided By: Radiologic Technology
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**RADT 20-21 (AS) Employment**
**Objective Number: 3.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Graduating Radiologic Technology students will be employed.

**Assessment/Evaluation/Measures/Strategies:**
Over a five-year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT.

Attachments:
- JRCERT Rights & Responsibilities of Sponsors (see red text page 2)
- JRCERT Standard 5 Assessment (see highlighted in 5.2 PDF below)

Attached Files
JRCERT Rights & Responsibilities of Sponsors
JRCERT Standard 5 Assessment.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, students who graduated in Spring 2020 were assessed. 100% Job Placement (23 of 23)

Attachments:
The 5-year job placement rate post 12 months graduation is 99%.
Given the observed score for the Class of 2020 = 99% > the JRCERT benchmark = 75%, this objective is met.

Attached Files
5-year job placement rate.pdf

**Improvement Plan/ Changes Made:**

Job market has been steadily improving over the past 2 years.  Students have many options for employment.  Continue to monitor job market.

**RELATED ITEMS------------------------------------------------------------**

    **RELATED ITEM LEVEL 1**
    RADT 20-21 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program
    Goal Number: 3
    Progress: Completed
    Provided By: Radiologic Technology
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

## *Respiratory Care*

**RC 20-21 (AS) Professional Competency**
**Objective Number: 4.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Respiratory Care students will demonstrate competency as an entry level Respiratory Care Professional by successfully passing the National Board of Respiratory Care Exam (NBRC).  Each student must successfully pass the exam prior to becoming licensed as a Respiratory Care

Professional in the state of Louisiana.  The program and student learning outcomes, per the NBRC, are (see TMC I.C. file below):

I:   Patient data
Student Learning Outcomes:  Upon the completion of the program the student will

   A.  evaluate data in the patient record
   B.  perform clinical assessment
   C.  perform procedures to gather clinical information
   D.  evaluate procedure results
   E.  recommend diagnostic procedures

II:  Troubleshooting and quality control of equipment, and infection control
Student Learning Outcomes:  Upon the completion of the program, the student will

   A.  assemble and troubleshoot equipment
   B.  ensure infection prevention
   C.  perform quality control procedures

III. Initiation and modification of Interventions
Student learning outcomes:  Upon the conclusion of the program, the student will

   A.  maintain a patent airway including the care of artificial airways
   B.  perform airway clearance and lung expansion techniques
   C.  support oxygenation and ventilation
   D.  administer medications and specialty gases
   E.  ensure modifications are made to the respiratory care plan
   F.   utilize evidence-based practices
   G.  provide respiratory care in high-risk situations
   H.  assist a physician/provider in performing procedures
   I.   conduct patient and family education

Each program outcomes have associated student learning outcomes that are assessed at three cognitive levels - Recall, Application, and Analysis - by the NBRC.

Attached Files
   TMC I.E..pdf

**Assessment/Evaluation/Measures/Strategies:**

Each of the outcomes are assessed upon the conclusion of the Respiratory Care Program prior to students becoming licensed. Students register and take the exam with the NBRC online in a supervised environment. Scores are generated for each new student by the NBRC and aggregated by class. The national scores given each year for the exam are the benchmark since it compares the performance of LSUE students to the national average. TMC Scores by Content Area (see 2. TMC Scores by Content Area below)

The overall benchmark for success is students passing the exam. This is set at 60% on a 3-year average and was adopted by faculty paralleling the 60% used by NBRC. This is determined by following the thresholds set by the accrediting body known as the Commission on Accreditation for Respiratory Care (CoARC). CoARC Outcomes Thresholds. 2020 Standards (see 1. Outcomes Thresholds Grid file below)

In addition, successfully meeting the outcomes would be to achieve two out of the three topics scoring above the national average.

I: Patient data
II: Troubleshooting and Quality Control of Devices and Infection Control;
III: Initiation and Modifications of Interventions.

The purpose of analyzing all 17 components found within topics I, II, and III are not only to measure student learning outcomes but to also evaluate student's scores relative to the national average to assist faculty in determining curriculum revisions.

I:   Patient data (national benchmark = 50.0 points)
Student Learning Outcomes:  Upon the completion of the program the student will

    A.  evaluate data in the patient record (national benchmark = 7.0 points)
    B.  perform clinical assessment (national benchmark = 7.3 points)
    C.  perform procedures to gather clinical information (national benchmark = 8.3 points)
    D.  evaluate procedure results (national benchmark = 7.1 points)
    E.  recommend diagnostic procedures (national benchmark = 5.9 points)

II:  Troubleshooting and quality control of devices, and infection control (national benchmark = 20.0 points)
Student Learning Outcomes:  Upon the completion of the program, the student will

    A.  assemble/troubleshoot devices (national benchmark = 10.7 points)
    B.  ensure infection prevention (national benchmark = 1.5 points)
    C.  perform quality control procedures (national benchmark = 2.0 points)

III. Initiation and modification of Interventions (national benchmark = 70.0 points)
Student learning outcomes:  Upon the conclusion of the program, the student will

A. maintain a patent airway including the care of artificial airways (national benchmark = 7.1 points)
B. perform airway clearance and lung expansion techniques (national benchmark = 3.1 points)
C. support oxygenation and ventilation (national benchmark = 10.5 points)
D. administer medications and specialty gases (national benchmark = 3.0 points)
E. ensure modifications are made to the respiratory care plan (national benchmark = 12.6 points)
F. utilize evidence-based practice (national benchmark = 4.4 points)
G. provide respiratory care in high-risk situations (national benchmark = 3.6 points)
H. assist a physician/provider in performing procedures (national benchmark = 2.8 points)
I. conduct patient and family education (national benchmark = 2.2 points)

Attached Files
2. TMC Scores by Content Area (17). 2019.2020 IE.pdf
1. Outcomes Thresholds Grid. 2020 Standards.

**Assessment/Evaluation Results (Progress Report):**
The Respiratory Care Program is taught at the LSU Eunice site only.

For AY 2019-2020 examining the class of December 2019, this objective was met.

For AY 2020-2021 examining the class of December 2020, the faculty took advantage of RC 2025 (Professional Review Seminar Lab) and RC 2026 (Critical Care and other Related Concepts in Respiratory Care) to provide an in-depth review of all components of the National Board for Respiratory Care (NBRC) TMC examination. The faculty have set the standard level for student achievement at the level of TMC Registry rather than Certified. This target allows the program faculty to assess the needs for remediation early on to better prepare the student for their national board examinations. The program has recently purchased additional up-to-date educational software to assist in testing and ongoing review for all students during the final semester to enhance material covered in RC 2025 and RC 2026. This newly acquired computer software provides a detailed review of each component of the TMC. For instance, in Section 1. A. (Evaluate Data in the Patient Record), there are eight questions. The examination reveals how many of the eight questions were correct. Therefore, the student receives a comprehensive view of any potential weak areas that may require remediation. (See 1. Student RRT NBRC Practice Exam Report below (Note that Lindsey Jones does not refer to an actual student).

For AY 2020-2021, the data is analyzed for the class completing the program in December 2020. Each of the 12 new candidates took the NBRC. The TMC Scores by Content Area for this report will reveal the new high-cut-score of 92 and low-cut-score of 86.

The Commission on Accreditation for Respiratory Care (CoARC), the program accrediting body, requires all programs to implement an action plan for any of the 17 components that achieve less than 85% of National Mean. When reviewing the 2019-2020 cohort's results under the New Candidate section, all percentages of the National Mean in relation to the Program Mean Score surpassed the 85% threshold. The 2019-2020

cohort achieved a Program Mean Score of 114.2 on the TMC Scores by Content Area compared to the National Mean score of 99.0 resulting in 115% of National Mean.  (See 2. TMC Graduate Performance, 3. TMC Scores by Content Area, and 4. TMC School Summary files below).

The purpose for analyzing the "New Candidate Summary" rather than "All Candidate Summary" is because the new candidate results are capturing only the new or most recent graduate cohort.  All candidates' results would capture not only the new graduate cohort but also any graduate from previous cohorts attempting the TMC examination.  Therefore, "New Candidate Summary" is the more accurate data to analyze".

Data broken out by student learning outcomes follows: LSUE TMC Scores by Content Area

1: Patient data (LSUE = 40.7 points > National = 35.6 points)

Student Learning Outcomes: Upon the completion of the program the student will

      A.  evaluate data in the patient record (LSUE = 8.5 points > National = 7.0 points)
      B.  Perform clinical assessment (LSUE = 8.3 points > National = 7.3 points)
      C.  Perform procedures to gather clinical information (LSUE = 9.8 points > National = 8.3 points)
      D.  Evaluate procedure results (LSUE = 8.1 points > National = 7.1 points)
      E.  Recommend diagnostic procedures (LSUE = 6.1 points > National = 5.9 points)

II. Troubleshooting and quality control of devices (LSUE = 17.6 points > National = 14.2 points)

      A.  Assemble/troubleshoot devices (LSUE = 13.7 points > National = 10.7 points)
      B.  Ensure infection prevention (LSUE = 1.3 points < National = 1.5 points)
      C.  Perform quality control procedures (LSUE = 2.7 points > National = 2.0 points)

III. Initiation and modification of interventions (LSUE = 56.1 points > National = 49.3 points)

      A.  Maintain a patent airway including the care of artificial airways (LSUE = 7.9 points > National = 7.1 points)
      B.  Perform airway clearance and lung expansion techniques (LSUE = 3.8 points > National = 3.1 points)
      C.  Support oxygenation and ventilation (LSUE = 11.8 points > National = 10.5 points)
      D.  Administer medications and specialty gases (LSUE = 3.6 points > National = 3.0 points)
      E.  Ensure modifications are made to the respiratory care plan (LSUE = 14.3 points > National = 12.6 points)
      F.  Utilize evidence-based practice (LSUE = 5.0 points > National = 4.4 points)
      G.  Provide respiratory care in high-risk situations (LSUE = 3.8 points > National = 3.6 points)
      H.  Assist a physician /provider in performing procedures (LSUE = 3.7 points > National = 2.8 points)
      I.  Conduct patient and family education (LSUE = 2.2 points = National = 2.2 points)

Of the 17 components in the Detailed Content Matrix, LSUE either met or surpassed all areas with the exception of Section II B. This section contains only 2 questions categorized as "recall". To assist with the information within this component, the RC faculty have placed a link located in the Student Handbook that provides a video of the proper techniques regarding infection control prevention. This was also placed as the action plan within the 2020 CoARC annual reporting tool.

Given that the observed score of 114.2 > National benchmark of 99.0 and 100% of the students passed the TMC examination > 3- year average of 60% benchmark, this objective was met.

Attached Files
  1. Student TMC Practice Exam.pdf
  2. TMC Graduate Performance 2020 cohort
  3. TMC Scores by Content Area 2019.2020 report
  4. Annual School Summary 2018.2019.2020.

**Improvement Plan/ Changes Made:**
16 of the 17 components met or exceeded the national average in those individual areas. The Program Director and faculty will continue to monitor and assess the program curriculum closely to ensure it aligns with the detailed content matrix provided by the National Board for Respiratory Care (NBRC).

To enhance student learning and continued positive board examination pass-rate results, the program has recently been approved to purchase over $360,000 worth of high-tech respiratory care equipment. The variety of equipment and devices will greatly reinforce learning resources for the students and assist in remediation and clinical simulations in which students may not have the opportunity to experience in the hospital setting. (See Equipment Request files below)

Attached Files
  Respiratory Care Request - Equipment, software.pdf

**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        RC 20-21 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
        Goal Number: 4
        Progress: Completed
        Provided By: Respiratory Care
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement


**RC 20-21 (AS) Retention**
**Objective Number: 4.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Respiratory Care students will be retained.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark:  70% retention of the total number of students in the enrollment cohort (3-year average). Benchmark set by the Commission on Accreditation for Respiratory Care (CoARC).

Programmatic retention: defined as the number of students formally enrolled in a respiratory care program during a three-year reporting period who graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class.

The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional, or behavioral violations or violations of academic policies) that resulted in their expulsion from the program prior to graduation.

Students are not included in the retention definition who:

1. leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**

2. are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons.

3. are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.  See CoARC Thresholds for justification of Benchmarks (see 1. CoARC Thresholds Grid. 2020 Standards below).

*Programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prerequisite) available only to students matriculated in the respiratory care program.  This may differ from the institutional definition of the enrollment or matriculation dates.

**Fundamental respiratory care coursework is defined as: Professional coursework, focused on the preparation of the student as a competent Respiratory Therapist, as defined in CoARC Standard 3.01 (see 2. CoARC Standard 3.01 on pages 22-23 below)

Attached Files
  1. Outcomes Thresholds Grid. 2020 Standards.pdf
  2. CoARC-Entry-Standards-7.1.2020-clarif-3.21.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020 examining the data from the Class of December 2019, this objective was met.

The 2020-2021 examining the data from the Class of December 2020, the Respiratory Care cohort consisted of 15 new students with no re-entries.  The original 15 cohort lost 2 students to attrition due to grades with one of those students eligible to re-e enter; and 1 student due to medical reasons.  This student that withdrew due to medical reasons has re-entered the 2021-2022 cohort yielding an attrition of 13% and a retention rate of 87%.

Given that the observed retention for year 2019-2020 was 87%; CoARC requires a threshold of 70% retention of the total number of students in the enrollment cohort over a 3-year average.  The average for years 2018-2020 calculates to 80%; therefore, the objective was met (see 1. Outcomes Threshold Grid. 2020 Standards below) (see 2. CoARC 2021 Report of Current Status on page 7 for retention average below)

Attached Files
  1. Outcomes Thresholds Grid. 2020 Standards.pdf
  2. CoARC Annual Report 2021.pdf

**Improvement Plan/ Changes Made:**
The RC faculty will continue to conduct and document evaluations with sufficient frequency to keep students apprised of their progress toward achieving the expected competencies, and to allow prompt identification of learning deficiencies and the development of a means for the

student's remediation within a reasonable time frame. The program faculty has also added additional components to the student's evaluations.  For example, the student will now be asked if they are satisfied with the frequency and equitable administration of evaluations and opportunities for remediation and to list what they may need. (See student evaluation below; found at the "Student Signature area)

Attached Files
  Student Clinical Evaluation sample.pdf

**RELATED ITEMS------------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  RC 20-21 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
  Goal Number: 4
  Progress: Completed
  Provided By: Respiratory Care
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
    New Number Identifier Field: 3. Partnerships

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
    New Number Identifier Field: 4.  Improvement


**RC 20-21 (AS) Employment**
**Objective Number: 4.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Graduates of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation.

**Assessment/Evaluation/Measures/Strategies:**
Employment is defined as a graduate who, within the three-year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per diem).

Positive (job) placement results for each program, along with other outcomes data, will continue to be published on the CoARC website as part of their commitment to provide the public with information regarding program outcomes and to allow potential students to use this information as a measure of programmatic quality during the application process. CoARC Thresholds for outcome results (see 2. CoARC Outcomes Thresholds 2020 pages 50-51 titled definition of "program outcomes" file below).

The Program Director of Respiratory Care will conduct exit interviews with graduating students during December. During this interview, students will be asked if they will be employed upon graduation. The Division will distribute surveys to respiratory care graduates and employers six months after graduation. (See 3. CoARC Employer Survey blank; see 4. CoARC Graduate Survey blank).

CoARC removed the employment threshold as a requirement; however, the program intends to continue with an internal benchmark of 70%.

Attached Files
  2. CoARC-Entry-Standards-7-1-2020 IE.pdf
  4. CoARC-Graduate-Survey-Entry-blank.pdf
  3. CoARC-Employer-Survey-Entry-blank.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, examining the Class of December 2019, this objective was met.

For AY 2020-2021, the class of 2020 was examined consisting of 12 graduates. All 12 (100%) have successfully sought employment by either full-time, part-time, or PRN status. Employers and graduates are mailed CoARC surveys within 6 months of graduation, an established requirement for the CoARC annual reporting tool as well as a measurement of outcomes assessment. (See 1. CoARC Employer Survey; see 2. CoARC Graduate Survey)

The field of Respiratory Care is experiencing a huge need for therapists for several reasons, primarily due to the Covid pandemic. This includes Covid recovery patients that require continuous respiratory care intervention. Additionally, the baby boom generation has generated a surge as this demographic age group also requires extensive respiratory care assistance and treatment.

Given that the observed value of 100% > the internal benchmark of 70%, this objective is met.

Attached Files

1. CoARC Employer Survey. cohort 2020. IE.pdf
2. CoARC Graduate Survey 2020 cohort name corrected.pdf

**Improvement Plan/ Changes Made:**
The program will meet with each student prior to graduation to perform an informal exit interview.  The student will be asked if employment/positions have been confirmed and if they may require assistance with an approved absence from clinical training to complete an appointment with any of the clinical sites for peer interviews from the facility therapists.

**RELATED ITEMS---------------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> RC 20-21 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)
> Goal Number: 4
> Progress: Completed
> Provided By: Respiratory Care
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
>> **RELATED ITEM LEVEL 2**
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>> New Number Identifier Field: 1. Ensure Access
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>> New Number Identifier Field: 2. Student Success
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
>> New Number Identifier Field: 3. Partnerships
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
>> New Number Identifier Field: 4.  Improvement

## *Surgical Technology*

**ST 20-21 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam**
**Objective Number: 11.1**
**Start: 11/1/2020**
**End: 10/31/2021**

**Progress: Completed**

**Objective With Intended Outcomes:**
Surgical Technology students will demonstrate competency as entry level technologists by successfully passing the Certified Surgical Technologist Examination (CST Exam). The program outcomes as defined by NBSTSA are:  Upon the conclusion of the Surgical Technology Program, students will demonstrate competency in:
1.  Periopertive Care
2.  Ancillary Duties
3.  Basic Sciences

Scores on the student learning outcomes below will be collapsed down to the three categories provided to faculty by the NBSTSA.

The exam has the following student learning outcomes.  Upon the conclusion of the program, surgical technology students will demonstrate the following competencies as defined by the CST Exam:

I. PERIOPERATIVE CARE (91 items)

A. Preoperative Preparation (18 items)

1. Review surgeon's preference card.
2. Verify availability of surgery equipment (e.g., reserve equipment for surgery).
3. Don personal protective equipment.
4. Utilize preoperative documentation (e.g., informed consent, advanced directives, allergies, laboratory results).
5. Consider patient needs (e.g., bariatrics, geriatrics, pediatrics, immunocompromised, patient allergies).
6. Prepare the operating room environment (e.g., temperature, lights, suction, wiping down the room and furniture).
7. Coordinate additional equipment (e.g., bovie pad, pneumatic tourniquet, sequential compression devices, thermoregulatory devices, positioning devices).
8. Obtain instruments and supplies needed for surgery.
9. Perform medical hand wash.
10. Check package integrity of sterile supplies.
11. Open sterile supplies/instruments while maintaining aseptic technique.
12. Perform surgical scrub (e.g., initial, waterless).
13. Don gown and gloves.
14. Assemble and set up sterile instruments and supplies for surgical procedures.
15. Transport the patient to and from operating room.
16. Transfer patient to operating room table.
17. Apply patient safety devices (e.g., bovie pad, safety strap, protective padding, x-ray safety).

18. Apply patient monitoring devices as directed.
19. Participate in positioning the patient.
20. Prepare surgical site (e.g., hair removal, surgical preparation).
21. Gown and glove sterile team members.
22. Participate in draping the patient.
23. Secure cords/tubing to drapes and apply light handles.
24. Drape specialty equipment (e.g., c-arm, Da Vinci, microscope).
25. Participate in Universal Protocol (Time Out).

B. Intraoperative Procedures (61 items)

1. Maintain aseptic technique throughout the procedure.
2. Follow Standard and Universal Precautions.
3. Anticipate the steps of surgical procedures.
4. Perform counts with circulator at appropriate intervals.
5. Verify, receive, mix, and label all medications and solutions.
6. Provide intraoperative assistance under the direction of the surgeon.
7. Identify different types of operative incisions.
8. Identify instruments by:
   a. function.
   b. application.
   c. classification.

9. Assemble, test, operate, and disassemble specialty equipment:
   a. microscopes.
   b. computer navigation systems.
   c. thermal technology.
   d. laser technology (e.g., helium, argon, CO2 beam coagulators).
   e. ultrasound technology (e.g., harmonic scalpel, phacoemulsification).
   f. endoscopic technology.
   g. power equipment.

10. Assemble and maintain retractors.
11. Pass instruments and supplies.
12. Identify appropriate usage of sutures/needles and stapling devices.
13. Prepare, pass, and cut suture material as directed.
14. Provide assistance with stapling devices.

15. Differentiate among the various methods and applications of hemostasis (e.g., mechanical, thermal, chemical).
16. Irrigate, suction, and sponge operative site.
17. Monitor medication and solution use.
18. Verify with surgeon the correct type and/or size of specialty specific implantable items.
19. Prepare bone and tissue grafts (e.g., allograft, autograft, synthetic).
20. Verify, prepare, and label specimen(s).
21. Prepare drains, catheters, and tubing for insertion.
22. Observe patient's intraoperative status (e.g., monitor color of blood, blood loss, patient position).
23. Perform appropriate actions during an emergency.
24. Initiate preventative actions in potentially harmful situations.
25. Connect and activate drains to suction apparatus.
26. Prepare dressings and wound site.
27. Assist in the application of casts, splints, braces, and similar devices.

C. Postoperative Procedures (12 items)

1. Report medication and solution amount used.
2. Participate in case debrief.
3. Remove drapes and other equipment (e.g., suction, cautery, instrumentation, nondisposable items) from patient.
4. Report abnormal postoperative findings (e.g., bleeding at surgical site, hematoma, rash).
5. Dispose of contaminated waste and drapes after surgery incompliance with Standard Precautions.
6. Transfer patient from operating table to stretcher.
7. Dispose of contaminated sharps after surgery in compliance with Standard Precautions.
8. Perform room clean up and restock supplies.

II. Ancillary Duties (26 items)

A. Administrative and Personnel (9 items)

1. Revise surgeon's preference card as necessary.
2. Follow proper cost containment processes.
3. Utilize computer technology for:
    a. surgeon's preference cards
    b. interdepartmental communication
    c. continuing education.
    d. research.

4. Follow hospital and national disaster plan protocol.
5. Recognize safety and environmental hazards (e.g., fire, chemical spill, laser, smoke).
6. Understand basic principles of electricity and electrical safety.
7. Apply ethical and legal practices related to surgical patient care.
8. Use interpersonal skills (e.g., listening, diplomacy, responsiveness) and group dynamics.
9. Understand the importance of cultural diversity.
10. Understand concepts of death and dying.
11. Participate in organ and tissue procurement.
12. Serve as preceptor to perioperative personnel.

B. Equipment Sterilization and Maintenance (17 items)

1. Troubleshoot equipment malfunctions.
2. Decontaminate and clean instruments and equipment.
3. Inspect, test, and assemble instruments and equipment.
4. Sterilize instruments for immediate use (e.g., short cycle).
5. Package and sterilize instruments and equipment.

III. BASIC SCIENCE (33 items)

A. Anatomy and Physiology (20 items)

1. Use appropriate medical terminology and abbreviations.
2. Demonstrate knowledge of anatomical systems as they relate to the surgical procedure:
    a. cardiovascular.
    b. endocrine.
    c. gastrointestinal.
    d. genitourinary.
    e. integumentary.
    f. lymphatic.
    g. muscular.
    h. neurological.
    i. ophthalmic.
    j. otorhinolaryngology.
    k. peripheral vascular.
    l. pulmonary.

   m. reproductive.
   n. skeletal.
  3. Demonstrate knowledge of human physiology as they relate to the surgical procedure:
   a. cardiovascular.
   b. endocrine.
   c. gastrointestinal.
   d. genitourinary.
   e. integumentary.
   f. lymphatic.
   g. muscular.
   h. neurological.
   i. ophthalmic.
   j. otorhinolaryngology.
   k. peripheral vascular.
   l. pulmonary.
   m. reproductive.
   n. skeletal.
  4. Identify the following surgical pathologies:
   a. abnormal anatomy.
   b. disease processes.
   c. malignancies.
   d. traumatic injuries.

B. Microbiology (6 items)

  1. Apply principles of surgical microbiology to operative practice:
   a. classification and pathogenesis of microorganisms (e.g., cultures).
   b. infection control procedures (e.g., aseptic technique).
   c. principles of tissue handling (e.g., Halsted principles, tissue manipulation methods, traction/counter traction).
   d. stages of, and factors influencing wound healing (e.g., condition of patient, wound type). e. surgical wound classification.
  2. Identify and address factors that can influence an infectious process.

C. Surgical Pharmacology (7 items)

  1. Apply principles of surgical pharmacology to operative practice:
   a. anesthesia related agents and medications.
   b. blood and fluid replacement.

c. complications from drug interactions (e.g., malignant hyperthermia).
d. methods of anesthesia administration (e.g., general, local, block).
e. types, uses, action, and interactions of drugs and solution (e.g., hemostatic agents, antibiotics, IV solutions).
f. weights, measures, and conversions.
2. Maintain awareness of maximum dosage.

Attached Files
CST_ContentOutline.pdf

**Assessment/Evaluation/Measures/Strategies:**
Students may take the CST Exam upon the completion of the Surgical Technology coursework; however, it is not required by the state of Louisiana.  However, the NBSTSA CST exam is an accreditation required outcomes assessment exam.  Following initial accreditation all program graduates will be required to take the CST exam which is expected to be in spring 2020.

The program director will be the person arranging for the students to take the exam on campus in a computer lab no sooner than 30 days prior to graduation or no later than 30 days after graduation.

Benchmark:  The Surgical Technology faculty have implemented a benchmark of 70% pass rate and 100% participation rate.  The faculty believe that it appropriate for the program based on the desire to maintain academic excellence above and beyond similar programs in the state. This is in compliance with accreditation Standard IV.B.: Outcomes Assessment.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Class of 2021 sat for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) exam on August 27, 2021.  Twelve students took the exam, and all twelve students passed the exam on the first attempt.  See attached exam results provided by NBSTSA as the students earned all Ps in the Pass/Fail column. The numbers and letters at the top represent each of the categories (all students scored a 105 or above which is 70% of the 150 questions).

I. PERIOPERATIVE CARE (91 items)
A. Preoperative Preparation (18 items)
B. Intraoperative Procedures (61 items)
C. Postoperative Procedures (12 items)

II. Ancillary Duties (26 items)
A. Administrative and Personnel (9 items)
B. Equipment Sterilization and Maintenance (17 items)

III. BASIC SCIENCE (33 items)
      A. Anatomy and Physiology (20 items)
      B. Microbiology (6 items)
      C. Surgical Pharmacology (7 items)

Given that the observed value of 100% > the established benchmark of 70%, this objective is met.

Attached Files
  2021 NB CST Pass Rates IE.pdf

**Improvement Plan/ Changes Made:**
Even though this objective was met, the program will continue to implement similar protocols as in the past to ensure that this goal is met.  KaHoot is an app based quizzing platform that the program uses for required and non-required assignments.  Students also have the use of this app 24 hours a day.  The program also administers at least 7 practice exams with 150+ questions on each exam and holds debriefing and remediation as necessary.  In addition, the students have an AST CST exam review book with a CD to use as a study tool.

**RELATED ITEMS-----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      ST 20-21 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
      Goal Number: 11
      Progress: Completed
      Provided By: Surgical Technology
      Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year.  The program will be requoting additional funds again this year for the two expansion projects.
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ST 20-21 (AAS) Professional Competency based on Clinical Results**
**Objective Number: 11.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon the conclusion of the Surgical Technology Program, the student will:

1. Apply theory and concepts learned in Surgical Technology lectures and laboratory to operating room practice
2. Apply principles of aseptic technique to operating room practice
3. Apply professional and ethical behaviors in the operating room practice.
4. Be able to pull supplies and instruments for every core procedure independently.
5. Be able to open for surgical cases with no or little guidance.
6. Be able to set up back tables for all core procedures in a safe manner.
7.  Be able to set up for a core procedure in 10 minutes or less.
8. Be able to first scrub most of the core procedures with no or little guidance.
9. Be able to aid the Surgical Technologist in breaking the field and pulling supplies for each procedure.
10. Be self-directed, responsible and have a positive rapport with staff.

Developed by the Surgical Technology faculty, these competencies must be met in order for the student to successfully complete SURT 2103:  Practicum/Clinical II (the final clinical course in the program - see file below) and have been designed based Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Attached Files
 SURT 2103 Clinical II 2021.pdf

**Assessment/Evaluation/Measures/Strategies:**
Students are directly assessed by the clinical instructor twice in the final semester using a rubric.  The students are also directly assessed by the clinical preceptor daily and these observations/evaluations are factored into the student's final course grade.  Each of the outcomes are broken out into specific tasks that are required of students.

Benchmark = 77%.  This benchmark is developed by the division of health sciences and is more stringent to hold students to a higher standard

due to the fact that they are in direct contact with patients in a hospital.

The final instructor clinical evaluation will be used to determine competency.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, each student was assessed on tasks related to the student learning outcomes for the course.  Since the final rubric uses a letter grading system, the numbers below for each outcome refer to only those students who received an A, B, or C on the final evaluation.  Three examples of completed rubrics are attached (see attached file).

> 1. Apply theory and concepts learned in SURT lectures and laboratory to operating room practice.  0/12 received an A, 11/12 received a B, and 1/12 received a C
>
> 2. Apply principles of aseptic technique to operating room practice. 0/12 received an A, 6/12 received a B, and 6/12 received a C
>
> 3. Apply professional and ethical behaviors in the operating room practice. 11/12 received an A, 1/12 received a B, and 0/12 received a C
>
> 4. Be able to pull supplies and instruments for every core procedure independently. 3/12 received an A, 6/12 received a B, and 3/12 received a C
>
> 5. Be able to open for surgical cases with no or little guidance. 0/12 received an A, 2/12 received a B, and 2/12 received a C
>
> 6. Be able to set up back tables for all core procedures in a safe manner. 5/12 received an A, 7/12 received a B, and 0/12 received a C
>
> 7. Be able to set up for a core procedure in 10 minutes or less. 5/12 received an A, 7/12 received a B, and 0/12 received a C
>
> 8. Be able to first scrub most of the core procedures with no or little guidance. 9/12 received an A, 3/12 received a B, and 0/12 received a C
>
> 9. Be able to aid the Surgical Technologist in breaking the field and pulling supplies for each procedure. 8/12 received an A, 2/12 received a B, and 0/12 received a C
>
> 10. Be self-directed, responsible and have a positive demeanor and rapport with staff. 11/12 received an A, 1/12 received a B, and 0/12 received a C

All 12 students successfully met the minimum requirement of a grade of 77% C or 3.85 in all of the course objectives, therefore this objective was met.

Attached Files
[SURT 2103 Final Clinical Evaluation x 3.pdf](SURT 2103 Final Clinical Evaluation x 3.pdf)

**Improvement Plan/ Changes Made:**
Even though the objective was met, the clinical faculty will continue to evaluate each student's clinical performance, however the frequency of the instructor evaluations will be changing. The clinical instructor will evaluate each student on a surgical procedure from start to finish every two weeks. This will ensure the student receives frequent feedback to celebrate wins and create a plan of action to improve any deficiencies. This change will be reflected in the next years syllabus.

**RELATED ITEMS------------------------------------------------------------**

> **RELATED ITEM LEVEL 1**
> ST 20-21 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
> Goal Number: 11
> Progress: Completed
> Provided By: Surgical Technology
> Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requoting additional funds again this year for the two expansion projects.
> Start: 11/1/2020
> End: 10/31/2021
>
>> **RELATED ITEM LEVEL 2**
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>> New Number Identifier Field: 1. Ensure Access
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>> New Number Identifier Field: 2. Student Success
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
>> New Number Identifier Field: 3. Partnerships
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
>> New Number Identifier Field: 4. Improvement

**ST 20-21 (AAS) Retention (Graduation) Rate**
**Objective Number: 11.3**
**Start: 11/1/2020**

**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students admitted into the Surgical Technology Program will graduate from the program.

**Assessment/Evaluation/Measures/Strategies:**
According to the Commission on Accreditation of Allied Health Programs (CAAHEP), students are to graduate in three semesters.

Graduation is calculated upon graduation/program completion by the number of graduates divided by the original number students enrolled into an on-time completion/graduation cohort plus any transfer-in/re-entry students multiplied by 100 = graduation rate.

This is in compliance with CAAHEP's Standard IV.B. :Outcomes Assessment (see attached CAAHEP standards interpretive guide below starting on page 3).

Programmatic retention benchmark is 60% of students that are admitted to the program and taking core courses.

Attached Files
  CAAHEP ST Standards Interpretive Guide.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, sixteen (16) students were selected for the Class of 2020 - 2021, twelve (12) students graduated resulting in 75% retention.  Three students failed one or more courses and one student decided that they wanted to pursue a different career path.

Given that the observed graduation rate is 75% > the established benchmark of 60%, this objective is met.

Attached Files
  Class of 2021 Retention.pdf

**Improvement Plan/ Changes Made:**
The program has revised the selection process to include the TEAS pre-entrance exam.  The selection committee factors this into the acceptance decision to ensure that each student is academically ready, following the general education prerequisite courses, for the rigor of the coursework.

The program has also changed the curriculum sequencing and added a lecture and clinical course to ensure there is adequate time to cover didactic coursework and ample clinical experiences.  This will contribute to the overall success of each student.  In addition, the program is in the

process of purchasing a recording system for the laboratory setting, this will allow students to watch tasks being performed at a later time, as well as record their performance for review and feedback. Two simulators are also being purchased to assist in preparing the students for the clinical setting. These changes to the delivery of the program will impact the overall understanding of the course content.

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**

ST 20-21 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
Goal Number: 11
Progress: Completed
Provided By: Surgical Technology
Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requoting additional funds again this year for the two expansion projects.
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**ST 20-21 (AAS) Employment**
**Objective Number: 11.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Surgical Technology students will be employed in a related field within 12 months of graduation.

**Assessment/Evaluation/Measures/Strategies:**
Expected level of employment in a field related to surgical technology is 80%, at least within 1 year after graduation.  This benchmark is set by the Commission on Accreditation of Allied Health Programs (CAAHEP) Standard IV.B: Outcomes Assessment (see attached CAAHEP standard IV.B starting on page 3).

Attached Files
  CAAHEP ST Standards Interpretive Guide.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, twelve students completed the program in 2021.  All twelve students were employed in the community prior to graduating.  They are employed at Park Place Surgical Hospital, Ochsner Lafayette General, Our Lady of Lourdes Regional Medical Center, Women's and Children's Hospital, and Lafayette Specialty and Surgical Hospital.

Given that 100% of the graduates were employed > 80% benchmark, this objective is met.

**Improvement Plan/ Changes Made:**
The program will continue to work with the community hospitals HR departments to hold information sessions about the opportunities in the field.  These sessions may be in person or virtual.

**RELATED ITEMS**---------------------------------------------------------------
       **RELATED ITEM LEVEL 1**
       ST 20-21 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program
       Goal Number: 11
       Progress: Completed
       Provided By: Surgical Technology
       Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year.  The program will be requoting additional funds again this year for the two expansion projects.
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

## Liberal Arts

**LA 20-21 Developmental English (ENGL 0001)**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Developmental education students will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment**
These outcomes will be directly assessed and analyzed through an internally developed multiple choice examination designed by the English faculty and given during the last two weeks of the semester. All students remaining in the course will be assessed (i.e., no sampling). The assessment will include all students at all sites.

For AY 2019-2020, LSU Eunice had sites at the following locations:
- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The faculty constructed a 25-question multiple choice examination paralleling the primary objectives for the course. The SLOs for ENGL 0001 as stated in the syllabus are (see Major Learning Outcomes on page 2 of the PDF file below):

Upon successful completion of this course, the student will
1. Write a clear topic sentence that includes the main idea of the paragraph.
2. Develop the body of the paragraph with substantial support:  evidence, details, and facts
3. Use proper grammar and punctuation throughout their writing.

The benchmark for all SLOs is 70% based on historical University record and that the 70% is the lowest "average" for the grade of C given on a student's University record.

**Indirect Assessment**
The indirect measurement (course success rates) will be calculated using data from institutional research over the 2020-2021 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial English course at a 2-year public institution. At LSUE, the successful completion of ENGL 0001 is with a C or better. The rate established is 63% based on success of all English/reading courses.

Citation for current research:  Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch

**Achieving the Dream Course Success Data using Demographics**

Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

Attached Files
   ENGL 0001 Syllabus FA 20.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

**Direct Assessment**
Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, 666 students were enrolled in ENGL 0001 in the 26 sections during the fall and spring semesters with 398 (59.8%) of them being assessed for learning (see Table 1).  ENGL 0001 was not offered at any of the dual enrollment sites < 50%, at the LSU Laboratory High School, or at the Ochsner Lafayette General Orthopedic Hospital.

As Table 1 indicates, students performed well, meeting the benchmark at 77% overall, 83% for outcome A, 86 for outcome B, and 72 for outcome C.  In fact, the LSUE face-to-face site and both online methodologies met all benchmarks with LSUA falling a bit short for outcome A and outcome C. Interestingly enough, the LSUA site performed at a 71% during AY 2019-2020. The AY 2020-2021 students performed lower on outcome A and higher on outcome C. The instructor noted that the weather played a role for quite a while because the LSUA site received quite a bit of damage from Hurricane Delta in October 2020 (See the 5-30-21 email from the faculty member below).

| Table 1. ENGL 0001 SLO Results by Site AY 2020-2021 as Percentages | | | | | |
|---|---|---|---|---|---|
| ENGL 0001 SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk |
| Overall | 77 | 76 | 71 | 78 | 77 |
| A. Using clear topic sentences | 83 | 81 | 68 | 85 | 81 |
| B. Using evidence to support a topic sentence | 86 | 83 | 91 | 87 | 87 |
| C. Using proper grammar and punctuation | 72 | 73 | 65 | 72 | 72 |
| Total number of students tested | 398 | 117 | 19 | 208 | 54 |
| Total number of sections in AY | 26 | 11 | 2 | 9 | 4 |

Table 2 depicts the longitudinal data since spring 2011, suggesting that improvement in student learning took place from AY 2019-2020 to AY 2020-2021. This is supported by the fact that all metrics performed above the mean of the data from spring 2011 through AY 2020-2021.

| Table 2. ENGL 0001 Longitudinal Results since Spring 2011 as Percentages. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENGL 0001 SLO Description | SP 11 | 11-12 | 12-13 | FA 13 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 72 | 76 | 79 | 80 | 78 | 77 | 73 | 74 | 73 | 74 | 77 | 75.73 |
| A. Using clear topic sentences | 79 | 85 | 87 | 85 | 84 | 80 | 77 | 76 | 76 | 81 | 83 | 81.18 |
| B. Using evidence to support a topic sentence | 87 | 87 | 89 | 88 | 87 | 84 | 80 | 79 | 79 | 81 | 86 | 84.27 |
| C. Using proper grammar and punctuation | 61 | 69 | 72 | 76 | 74 | 73 | 69 | 71 | 68 | 69 | 72 | 70.36 |
| Total number of students | 123 | 463 | 419 | 260 | 381 | 347 | 350 | 334 | 359 | 311 | 398 | 340.45 |

**Indirect Assessment**
Next, Table 3 shows the indirect data for ENGL 0001, indicating that the overall success rate exceeded the NCES data of 63%. The only site falling somewhat short was the eight-week online students at 58.1%, even though Table 1 suggested that student learning was at a level comparable with the other sites for those remaining in the course at the end of the semester.

| Table 3. AY 2020-2021 ENGL 0001 Success Rates Based on the Number of Students Enrolled | | | | | |
|---|---|---|---|---|---|
| Grade | Overall | LSUE | LSUA | Online 16-Wk | Online 8-Wk |
| A, B, C | 425 | 176 | 21 | 178 | 50 |
| D, F, W | 241 | 94 | 4 | 107 | 36 |
| Total | 666 | 270 | 25 | 285 | 86 |
| Percent Success | 63.8 | 65.2 | 84.0 | 62.5 | 58.1 |

**Achieving the Dream Course Success using Demographics**

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, ENGL 0001 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses that new first-time students are registered for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds (±5 percentage points) of the students from that Ethnicity should successfully complete the course.

For example, while Table 3 above depicts the indirect course success data for all students, not just new first-time students, by site, Table four breaks out the same data by student Ethnicity for all students enrolled in ENGL 0001 during AY 2020-2021. Both Tables indicate that 666 students were enrolled on census day for the two semesters and that 425 (63.8%) earned an A, B, or C. However, Table 4 shows that while 53.5% of the students enrolled were Black or African American, only 46.6% successfully completed the course. In contrast, 37.2% of the students registered were White students, but they succeeded at a rate of 43.8%. This difference exceeds the ±5 percentage points and is not considered typical variability.

| Table 4.  ENGL 0001 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 4 | 0.6 | 3 | 0.7 |
| Asian | 4 | 0.6 | 4 | 0.9 |
| Black or African American | 356 | 53.5 | 198 | 46.6 |
| Hispanic of any race | 31 | 4.7 | 18 | 4.2 |
| Nonresident Alien | 1 | 0.2 | 1 | 0.2 |
| Race/Ethnicity Unknown | 14 | 2.1 | 8 | 1.9 |
| Two or more races | 8 | 1.2 | 7 | 1.6 |
| White | 248 | 37.2 | 186 | 43.8 |
| Total | 666 | 100.0 | 425 | 100.0 |

Next, Table 5 presents the same data by gender, showing that both males and females successfully completed the course in the same relative proportions in which they registered - 71.2% for females and 28.8% for males. Table 6 indicates that students also completed the ENGL 0001 course in relatively the same proportion as they enrolled when the Pell Grant is taken into consideration.

| Table 5.  AY 2020-2021 ENGL 0001 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 474 | 71.2 | 305 | 71.8 |
| Male | 192 | 28.8 | 120 | 28.2 |
| Total | 666 | 100 | 425 | 100 |

| Table 6. AY 2020-2021 ENGL 0001 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 248 | 37.2 | 163 | 38.4 |
| Y | 418 | 62.8 | 262 | 61.6 |
| Total | 666 | 100 | 425 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the

- observed overall rate of 77% > the established benchmark of 70% and
- the observed overall success rate of 63.8% > the NCES rate of 63%

this objective is met.

Attached Files
  5-30-21 Email on LSUA ENGL 0001 Performance.pdf

**Improvement Plan/ Changes Made:**
Monitor given the lingering effects of the CV-19 pandemic and possible impacts to student learning.  The faulty should also begin discussing modifications to the structure, content, and presentation of subject matter, especially in response to Achieving the Dream.

In addition, the LSUA instructor believes that student learning can improve if more students attend the writing center. She also would like to use grammar quizzes and require more writing assignments. (See 5-31-21 email below).

On October 15, 2021, the Vice Chancellor for Academic Affairs and the Director of Institutional Effectiveness had a conversation about the disaggregated data detailed in the progress report. Both agreed to makes changes to the way success percentages were calculated. The proportion of a certain ethnicity is the number in the Ethnic group in the third column divided by the total number of student enrolled. This is the same methodology as that presented in the progress report section. However, the percentage success is the number from a certain Ethnicity in column three divided by the total number in the Ethnic group from the same row in column one. The percent generated is then compared to the overall success rate at the bottom of column four (see the 10-15-21 ATD...file attached below).

Attached Files
  5-30-21 Email on LSUA ENGL 0001 Performance.pdf
  10-15-21 ENGL 0001 ATD Data.pdf

**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        LA 20-21 In working to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.
        Goal Number: 1
        Progress: Completed

Provided By: Liberal Arts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**LA 20-21 Orientation to University Studies (UNIV 1005)**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Developmental Education students will successfully complete their developmental coursework gaining the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
Student learning will be directly assessed through an internally created comprehensive final exam in a multiple-choice format developed by the faculty using the textbook outcomes and LSU Eunice resources.  The first 17 questions on the final exam are standardized across all sections and all sites to assess student's student learning. All students remaining in the course at the end of the fall and spring semesters will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The student learning outcomes according to the UNIV 1005 syllabus are: Upon successful completion of this course, the student will:
1. Locate and access LSU Eunice resources.
2. Demonstrate various transferable academic skills.

An example of the UNIV 1005 syllabus is attached below for review (see Major Learning Outcomes on page 2).

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

**Indirect Assessment:**
An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 2020-2021 academic year.  The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial reading course at a 2-year public institution.  The rate established is 63% based on success of all reading courses. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course. Successfully completing the course is with an A, B, or C to earn credit and proceed to the next course.

Citation for current research:  Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch.

**Achieving the Dream Course Success Data using Demographics**

Director of IE's note:  This data is not yet benchmarked.  LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

Attached Files
  UNIV 1005 FA 2020 Syllabus.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

**Direct Assessment**

Director of IE's General Note: The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 382 students enrolled in 14 sections of UNIV 1005 with 242 (63.4%) of them being assessed for student learning. Note that no sections of UNIV 1005 were offered at the LSU Laboratory High School, dual enrollment sites < 50% of a program, or the Ochsner Lafayette General Orthopedic Hospital site. Table 1 depicts the remaining sites showing that each site other than LSUA face-to-face met the overall benchmark of 70%. Both the LSUA face-to-face and 16-week online methodologies fell below the 70% on outcome 2. demonstrating the transferrable academic skills.

Further, the LSUA site did not meet the benchmark for any of the outcomes; however, there was a low n of 20 students enrolled during the academic year. In addition, the instructor noted that most students had difficulty returning to school related work after the LSUA site suffered major damage from Hurricane Laura at the beginning of the fall semester and Hurricane Delta in October (see 5-31-21 email related to a similar discussion regarding ENGL 0001).

| Table 1. AY 2020-2021 UNIV 1005 Student Learning Outcome Site Summary as a Percentage | | | | | |
|---|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk |
| Overall | 71 | 77 | 52 | 70 | 75 |
| 1. Locate and access LSU Eunice resources | 71 | 70 | 57 | 73 | 72 |
| 2. Demonstrate various transferrable academic skills | 68 | 76 | 47 | 67 | 78 |
| Total number of students tested | 242 | 65 | 20 | 145 | 12 |
| Total number of sections | 14 | 4 | 2 | 7 | 1 |

Next, Table 2 presents the longitudinal data for the UNIV 1005 SLOs from spring 2011 through AY 20-21. While the second half of spring 2020 was online effective mid-March due to CV-19, it is unclear what impact, if any, occurred with UNIV 1005. However, SLO outcome results in developmental mathematics and English composition were up slightly over last year. As a result, it is somewhat disappointing that SLO results for UNIV 1005 decreased.

| Table 2. UNIV 1005 Student Learning Outcome Longitudinal Results by Academic Year as a Percent | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIV 1005 SLO Description | SP 11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 70 | 74 | 82 | 81 | 83 | 84 | 80 | 80 | 80 | 80 | 71 | 78.6 |
| 1. Locate and access LSU Eunice resources | 82 | 80 | 86 | 84 | 85 | 84 | 80 | 84 | 81 | 79 | 71 | 81.5 |
| 2. Demonstrate various transferrable academic skills | 60 | 68 | 78 | 78 | 80 | 82 | 80 | 76 | 79 | 80 | 68 | 75.4 |
| Total number of students | 131 | 399 | 341 | 320 | 313 | 278 | 324 | 309 | 292 | 229 | 242 | 288.9 |

**Indirect Assessment**

Table 3 examines the course completion rate (A, B, C only) for the 382 students enrolled on the census data for both fall 2020 and spring 2021. It is worth noting that the success rates for AY 2020-2021 decreased to 47.9% from 72.9% the year before where there were few full semester online sections. While Table 3 indicates that performance across the board was disappointing, both LSUE and LSUA face-to-face sites exceeded the online sections. In addition, it is worth noting that the overall success rates for both developmental mathematics and English composition decreased as well.

| Table 3. AY 2020-2021 UNIV 1005 Success Rates Based on Number Enrolled | | | | | |
|---|---|---|---|---|---|
| Grade | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk |
| A, B, C, P | 183 | 50 | 15 | 108 | 10 |
| D, F, W, NC | 199 | 43 | 2 | 135 | 19 |
| Total | 382 | 93 | 17 | 243 | 29 |
| Percent Success | 47.9 | 53.8 | 88.2 | 44.4 | 34.5 |

**Achieving the Dream Course Success Data using Demographics**

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, UNIV 1005 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses that new first-time students are registered for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the same relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

While Table 3 above depicts the overall success rates by site, Table 4 below examines the same data for all students enrolled in UNIV 1005 during fall 2020 and spring 2021 based on Ethnicity. Table 4 indicates suggests that while 56.3% of the students enrolled in UNIV 1005 were Black or African American, only 49.7% of them successfully completed the course. By contrast, White students made up 33.2% of the students enrolled with 39.3% of them receiving and A, B, or C. This is not considered as typical variability because it exceeds the ±5 percentage points. All other groups completed the course in a relative approximation of proportions by which they were enrolled (keeping in mind the low ns).

Table 4.  UNIV 1005 AY 2020-2021 Success Rate by Ethnicity (all students).

| Ethnicity | Enrolled | | A, B, or C | |
|---|---|---|---|---|
| | n | % | n | % |
| Asian | 2 | 0.5 | 2 | 1.1 |
| Black or African American | 215 | 56.3 | 91 | 49.7 |
| Hispanic of any race | 18 | 4.7 | 9 | 4.9 |
| Nonresident Alien | 1 | 0.3 | 1 | 0.5 |
| Race/Ethnicity Unknown | 13 | 3.4 | 4 | 2.2 |
| Two or more races | 6 | 1.6 | 4 | 2.2 |
| White | 127 | 33.2 | 72 | 39.3 |
| Total | 382 | 100.0 | 183 | 100.0 |

Next, Table 5 examines the enrollment and completion proportions by gender; each having a 3.4 percentage point variation from enrollment to completion. This is considered typical variation because it is within the ±5 percentage points. Table 6 presents the same data using whether or not the student received a Pell Grant. The data represents a 5.5 percentage point increase from registration to completion for students without a Pell Gant and an equivalent decrease for those on a Pell Grant. This change is not considered typical variability.

Table 5.  AY 2020-2021 UNIV 1005 Success Rate by Gender (all students).

| Gender | Enrolled | | A, B, or C | |
|---|---|---|---|---|
| | n | % | n | % |
| Female | 273 | 71.5 | 137 | 74.9 |
| Male | 109 | 28.5 | 46 | 25.1 |
| Total | 382 | 100 | 183 | 100 |

Table 6. AY 2020-2021 UNIV 1005 Success Rate by SES (all students).

| Pell | Enrolled | | A, B, or C | |
|---|---|---|---|---|
| | n | % | n | % |
| N | 121 | 31.7 | 68 | 37.2 |
| Y | 261 | 68.3 | 115 | 62.8 |
| Total | 382 | 100 | 183 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the

- overall observed score of 71% > the benchmark of 70% and
- indirect success rate of 47.9% < the NCES national rate of 63%

this objective is partially met.

Attached Files
5-30-21 Email on LSUA ENGL 0001 Performance.pdf

**Improvement Plan/ Changes Made:**
One faculty member believes that changing the book will aid in student learning because students in the course currently might be using materials from past students (see 6-3-21...pdf file below).

The interim dean believes that the elimination of the online courses will assist in student learning because the sections were changed from face-to-face to online due to occupancy limits during AY 2020-2021 (see 6-4-21 Email from Interim Dean).

Finally, the other full-time faculty members believes that some of the original expectations of the Pathways Program should return, including academic advising and face-to-face courses with limited enrollment in any online courses (see 6-8-21...).

On October 15, 2021, the Vice Chancellor for Academic Affairs and the Director of Institutional Effectiveness had a conversation about the disaggregated data detailed in the progress report. Both agreed to makes changes to the way success percentages were calculated. The proportion of a certain ethnicity is the number in the Ethnic group in the third column divided by the total number of student enrolled. This is the same methodology as that presented in the progress report section. However, the percentage success is the number from a certain Ethnicity in column three divided by the total number in the Ethnic group from the same row in column one. The percent generated is then compared to the overall success rate at the bottom of column four (see the 10-15-21 ATD...file attached below).

Attached Files
6-8-21 Email from Ms. Greaud.pdf
6-4-21 Email from Interim Dean.pdf
6-3-21 Email from Toisha Gordon.pdf
10-15-21 UNIV 1005 ATD Data.pdf

**RELATED ITEMS------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
LA 20-21 In working to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.
Goal Number: 1
Progress: Completed
Provided By: Liberal Arts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**LA 20-21 College Reading (UNIV 0008)**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Developmental education students will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Measurement**
Direct measurement of the student learning outcomes (SLO) will take place through the use of an internally designed multiple-choice assessment contained on the final exam with the first 25 questions being standardized across all sections of the course for SLO purposes. All students remaining in the course in fall and spring will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:
- LSU Eunice,

- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Student learning outcomes according to the UNIV 0008 course syllabus follow (see Major Learning Outcomes on page 3 of the file below). Upon successful completion of this course, the student will:

A.  Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
B.  Employ critical reading comprehension strategies using close reading techniques to find meaning in chapter selections and in a trade book

The faculty used the major learning outcomes for the course and the outcomes in the textbook in creating the assessment with most questions and the reading passage coming directly from materials available through the textbook supplier.

The benchmark established for the SLOs is 70% which is the traditional "C" or "average" grade according to the LSU Eunice Catalog.

**Indirect Measurement**
The success rate for the course over the 2019-2020 academic year defined as a grade of A, B, or C out of the number of students enrolled on the census day for each semester. The national result is 63% based on methodology from the National Center for Education Statistics (NCES).

Citation for the NCES Document is Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch.

Attached Files
 UNIV 0008 Syllabus FA 2020.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, a total of 137 students were registered with 94 (68.6%) being assessed. Table 1 indicates that UNIV 0008 was offered at the LSUE and LSUA face-to-face sites only.  The course was not offered at any other site or online. Students at the two sites performed at a 77%

overall with a 77% on outcome A and a 77% on outcome B.  The LSUE site performed slightly above the LSUA site as shown by the data in Table 1.

| Table 1.  AY 2020-2021 UNIV 0008 Student Learning Outcome Site Summary as a Percentage. | | | |
|---|---|---|---|
| SLO Description | Overall | LSUE FF | LSUA FF |
| Overall | 77 | 77.3 | 72.8 |
| A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media. | 77 | 77.1 | 73.6 |
| B.  Employ critical reading comprehension strategies. | 77 | 77.7 | 71.9 |
| Total number of students tested | 94 | 82 | 12 |
| Total number of sections | 10 | 9 | 1 |

Longitudinally, Table 2 suggests that student learning increased since data was first kept in AY 2011-2012 given the comparison of AY 2020-2021 to the means for the time period.  Students in AY 2020-2021 also performed nearly identically as did the students in AY 2019-2020.

| Table 2.  UNIV 0008 Longitudinal Student Learning Outcome Results as a Percentage. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIV 0008 SLO Description | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 69 | 75 | 75 | 75 | 75 | 72 | 73 | 75 | 77 | 77 | 74.3 |
| A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media. | 77 | 78 | 76 | 76 | 76 | 72 | 73 | 79 | 79 | 77 | 76.3 |
| B.  Employ critical reading comprehension strategies. | 56 | 65 | 73 | 70 | 71 | 73 | 72 | 67 | 72 | 77 | 69.6 |
| Total number of students | 254 | 209 | 199 | 209 | 173 | 172 | 204 | 136 | 67 | 94 | 171.7 |

## Indirect Assessment
Next, Table 3 details the course completion rate using an A, B, or C only. A higher proportion completed at the LSUA site, but it had a lower n.  Overall, 65% of the students successfully completed the course as noted in Table 3.

| Table 3. AY 2020-2021 UNIV 0008 Success Rates Based on Number Enrolled | | | |
|---|---|---|---|
| Grade | Overall | LSUE FF | LSUA FF |
| A, B, C, P | 89 | 77 | 12 |
| D, F, W, NC | 48 | 47 | 1 |
| Total | 137 | 124 | 13 |
| Percent Success | 65.0 | 62.1 | 92.3 |

## Summary
Given that the

- direct assessment had an observed score of 77% > the established benchmark of 70% and
- indirect assessment had an observed score of 65.0% > the NCES benchmark of 63%

this objective is met.

## Improvement Plan/ Changes Made:
Since the objective was met, change is not an urgent need. Nevertheless, it is recommended that the new dean meet with the UNIV 0008 faculty to informally assess the faculty's satisfaction (or dissatisfaction) with course pedagogy.

## RELATED ITEMS------------------------------------------------------------

### RELATED ITEM LEVEL 1
LA 20-21 In working to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.
Goal Number: 1
Progress: Completed
Provided By: Liberal Arts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**LA 20-21 Retention- Aggregated Liberal Arts Majors of EDUN, PSYC, and SOCL**
**Objective Number: 4.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
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.

**Assessment/Evaluation/Measures/Strategies:**
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 from AY 2013-2014 to AY 2018-2019 with 135 new first-time students entering the as EDUN, PSYC, or SOCL with 70 being retained for a retention rate of 51.85%.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19).  According to Institutional Research, 17 new first-time students were admitted into the EDUN, PSYC, AND SOCL programs for fall 2019 according to the 14th day census data.  Eleven (11 or 64.71%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 64.71% > the 51.85% historical retention, this objective is met.

Attached Files
  2-25-21 EDUN PSYC SOCL Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**

On two points we need to improve our data-gathering to more accurately assess retention rates.  First, we need to be able to track students who transfer during the course of their first year.  Second, we need to be able to identify whether or not a student has changed majors.  A student in either of these scenarios is counted against our retention numbers.  While that did not negatively affect meeting our objective for AY 2019-2020, it does prevent us from accurately determining our retention deficiencies so that we can establish an effective plan in response to students' needs.  Aside from this, the plan (depending on whoever serves as reporting head in AY 2021-2022) is to continue to try to provide a variety of courses within each of these disciplines to encourage students to continue their pursuit of the degree path they have chosen.

**RELATED ITEMS------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
LA 20-21 Retention of EDUN, PSYC, and SOCL Liberal Arts Majors
Goal Number: 4
Progress: Completed
Provided By: Liberal Arts
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Associate of Arts Louisiana Transfer (AALT)*

**AALT 20-21 Professional Competency using Peregrine Academic**
**Objective Number: 5.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

Because the Associate of Louisiana Transfer (AALT) degree is a transfer degree largely focused on General Education (GE) skills, graduating AALT students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the AALT degree, students will be competent in the following areas:

1. Overall
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Cultural Anthropology/Sociology
6. English/English Composition
7. General Psychology
8. Interpersonal Communication
9. Logic/Critical Thinking
10. Mathematics/Applied Mathematics

**Assessment/Evaluation/Measures/Strategies:**
Students will be assessed using the Peregrine Academic General Education Exam in the following areas upon graduation. The national averages are noted for each category for which they exist. Note that the national averages change from year to year.

1. Overall = 57.1%
2. American Literature/World Literature = none
3. Art/Music Appreciation = none
4. Biology/Microbiology = none
5. Cultural Anthropology/Sociology
6. English/English Composition = 58.9%
7. General Psychology = none
8. Interpersonal Communication = none
9. Logic/Critical Thinking = 52.8%
10. Mathematics/Applied Mathematics = none

All sites will be assessed as the exam is online and does not require proctoring. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam was used. As a result, the national benchmarks are tentative, especially given that they represent scores from baccalaureate granting institutions within the U.S. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 28 students graduated with the AALT degree in summer 2020, fall 2020, and spring 2021. A total of six (21.4%) students took the exam with all of them taking the assessment in 15 minutes or greater. The students taking the assessment were all from the LSUE face-to-face site. No online students took the assessment, and it is unlikely that students from other sites completed the degree.

Given that students from the LSUE face-to-face site were the only students to take the assessment, all other sites and methodologies were removed from Table 1. Please keep in mind that the discussion below is based on an n = 6 so there is an increased possibility of sampling error. As a result, caution is urged because the sampling statistic may not be representative of the population parameter. With that said, the data indicates that LSUE students scored a 50.9% as compared to 51.7% nationally (see Table 1). Two sections of the assessment were benchmarked nationally. LSUE students scored a 61.7% versus 58.9% nationally on the English section. They also scored a 46.7% versus 52.8% in the applied mathematics section.

| Table 1. AY 2020-2021 AALT Peregrine General Education Assessment Results by Site (Percentage Correct). | | | |
|---|---|---|---|
| Topic | Overall | LSUE FF | Nat'l |
| Total | 50.9 | 50.9 | 51.7 |
| American Literature/World Literature | 55.0 | 55.0 | -- |
| Art/Music Appreciation | 58.3 | 58.3 | -- |
| Biology/Microbiology | 41.7 | 41.7 | -- |
| Cultural Anthropology/Sociology | 65.0 | 65.0 | -- |
| English/English Composition | 61.7 | 61.7 | 58.9 |
| General Psychology | 45.0 | 45.0 | -- |
| Interpersonal Communications | 45.0 | 45.0 | -- |
| Logic/Critical Thinking | 46.7 | 46.7 | 52.8 |
| Mathematics/Applied Mathematics | 40.0 | 40.0 | -- |
| Number of students tested | 6 | 6 | |

Longitudinal data for the three iterations of the assessment are shown in Table 2. The bolded purple numbers indicate that LSUE face-to-face students scored just below the mean (within one percentage point) for the three years shown for the overall, cultural anthropology, and psychology. The scores also decreased from AY 2019-2020. The values in red indicate that the numbers are substantially below the mean for the three years. In this case, the scores for biology and mathematics dropped quite a bit from the year prior.

| Topic | Sp 19 | 19-20 | 20-21 | Mean |
|---|---|---|---|---|
| 1. Total | 45.8 | 57.5 | **50.9** | 51.4 |
| 2. American Literature/World Literature | 29.2 | 52.5 | 55.0 | 45.6 |
| 3. Art/Music Appreciation | 37.5 | 53.8 | 58.3 | 49.9 |
| 4. Biology/Microbiology | 56.7 | 58.8 | 41.7 | 52.4 |
| 5. Cultural Anthropology/Sociology | 63.3 | 68.8 | **65.0** | 65.7 |
| 6. English/English Composition | 43.3 | 65.0 | 61.7 | 56.7 |
| 7. General Psychology | 43.3 | 51.3 | **45.0** | 46.5 |
| 8. Interpersonal Communication | 37.5 | 52.5 | 45.0 | 45.0 |
| 9. Logic/Critical Thinking | 40.0 | 43.8 | 46.7 | 43.5 |
| 10. Mathematics/Applied Mathematics | 61.7 | 71.3 | 40.0 | 57.7 |
| Number of students tested | 12 | 8 | 6 | 8.7 |
| Number of students graduating | 27 | 26 | 28 | 27 |

Table 2. AALT Peregrine General Education Assessment Percentage Correct.

Given that the observed score of 50.9% < the national average of 51.7%, this objective is not met.

**Improvement Plan/ Changes Made:**
AY 2020-2021 was an interesting year at LSUE. There were two hurricanes in fall 2020, the ongoing CV-19 challenges, and the extreme cold in February 2021 all affected student performance. Just how much the extraneous variables affected student performance is unclear. However, basing major improvement plans on data from n = 6 is probably not wise.

In addition, there are currently only three data points for each of the nine topics with only two of them being benchmarked against baccalaureate institutions. It is difficult, if not impossible, to determine what type of variability may exist in the scores longitudinally until there are more data points collected over several years.

Given these three issues, it was decided to monitor the results into next year. Hopefully, AY 2021-2022 will be somewhat "normal".

**RELATED ITEMS**----------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    AALT 20-21 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
    Goal Number: 5
    Progress: Completed
    Provided By: AA/LT
    Budget Information: none (existing)
    Start: 11/1/2020

End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**AALT 20-21 Retention**
**Objective Number: 5.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain Fall-to-Fall retention of all students declaring their chosen major as the Associate of Arts Louisiana Transfer (AALT).

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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.

The retention benchmark for the Associate of Arts, Louisiana Transfer (AALT) is the one-year retention for the following concentrations:

- Mass Communications
- Criminal Justice
- Fine Arts
- Business
- Humanities

- Social Science

Data was averaged from AY 2013-2014 to AY 2019-2020 with 242 new first-time students entering the AALT and 108 being retained for a retention benchmark of 44.6% (see Table 1).

| Table 1.  New First-Time Associate of Arts LA Transfer Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 15 | 8 | 53.3 |
| 1415-1516 | 17 | 10 | 58.8 |
| 1516-1617 | 26 | 12 | 46.2 |
| 1617-1718 | 62 | 23 | 37.1 |
| 1718-1819 | 47 | 22 | 46.8 |
| 1819-1920 | 75 | 33 | 44.0 |
| Totals | 242 | 108 | 44.6 |

As a result, the benchmark retention rate of 44.6% will be used given the historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met, and a short explanation of the circumstances was included last year in the Improvement Plan.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, 54 new first-time students were admitted into the AALT program for fall 2019 according to the 14th day census data.  Twenty-one (21 or 38.9%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 38.9% < the 44.6% historical retention, this objective is not met.

Attached Files
  2-25-21 AALT Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
The AALT is a degree that has been imposed on the state universities by the Board of Regents for the purposes of allowing students in two-year universities to transfer into any four-year state university with 60 credit hours.  This sounds appealing to both students and university advisors.  However, in practice, no four-year university is obligated to accept any of those credits as fulfillment for specific degree requirements at their institution.  Upon learning this, many students decide to change their majors from AALT to General Studies.  Students also change their

major once they discover that the AALT--which only accepts core courses--will not accommodate non-core electives (HPRE, CSC, BUSI) that they have earned and/or that their target transfer institution requires for the degree they are seeking.

Finally, since this is a transfer degree, students who initially designate this as their degree path sometimes decide to transfer early.  At this point, we cannot determine whether a student has transferred to another institution or remined at LSU Eunice but simply changed major.  Therefore, we will need to improve our ability to track students who transfer or change major before we can accurately assess the kind of response this situation warrants.  At the moment, the Division of Liberal Arts is in transition; once a permanent dean is hired for AY 2021-2022, that person will need to review the data--and our problems with gathering it--in order to develop an improvement plan.

**RELATED ITEMS---------------------------------------------------------**
**RELATED ITEM LEVEL 1**
AALT 20-21 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
Goal Number: 5
Progress: Completed
Provided By: AA/LT
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**AALT 20-21 Placement**
**Objective Number: 5.3**
**Start: 11/1/2020**
**End: 10/31/2021**

**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Associate of Arts Louisiana Transfer majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.  Students are called three times.  If the call goes to voice mail, then a message will be left with the reason for the call.  If there is no answer three times, then an email will be sent.  As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 83.3% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, the data was inconclusive because 75.8% of the graduates could not be contacted.

For AY 2020-2021, 27 students graduated with the AALT degree in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Associate of Arts LA Transfer Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Total Number of Graduates | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 8 | 1 | 0 | 0 | 6 | 1 |
| FA 13 - SP 14 | 11 | 1 | 0 | 0 | 8 | 2 |
| FA 14 - SP 15 | 25 | 3 | 2 | 0 | 15 | 5 |
| FA 15 - SP 16 | 19 | 2 | 1 | 1 | 11 | 4 |
| FA 16 - SP 17 | 29 | 0 | 0 | 1 | 3 | 25 |
| SP 18 - SU 18 | 14 | 0 | 2 | 1 | 6 | 5 |
| FA 18 - SP 19 | 33 | 2 | 3 | 0 | 3 | 25 |
| SU 19 - SP 20 | 27 | 9 | 10 | 0 | 3 | 5 |
| Total | 139 | 9 | 8 | 3 | 52 | 67 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 83.33 |

The results indicated that ten students were employed in the field while three were continuing their education and five could not be contacted. As a result, the total (10+3)/ (27-5) = 59.1% removing the five students who could not be contacted. Given that the observed value of 59.1% < the historical benchmark of 83.3%, this objective is not met.

**Improvement Plan/ Changes Made:**
Note:  Beginning AY 2021-2022, the Division of Liberal Arts and the Division of Science and Mathematics will be merged into a single division, and since both divisions are currently headed interim deans, the dean of the expended division will either be one of them or an entirely new administrator.  In any case, the new dean will have a significant learning curve and his/her own vision of this new division.  All the current Interim Dean of Liberal Arts can do is to propose an Improvement plan that may or may not be followed.

Here follows a suggestion of how to proceed with making improvements to this planning item.  The Office of the Division of Liberal Arts will begin piloting a post-graduate assistance program for students who have graduated with an AALT.  The program will involve regular check-ins with graduates for a six-month period.  During the check-ins, the office will offer free academic advising or other assistance for students who are making the transition to a four-year university. If the student is having difficulty making the transition, the office will provide resources or, if necessary, offer academic intervention.  If the student has decided against pursuing a four-year degree, the office will offer support in the event that the student is searching for a job.  The Division of Liberal Arts believes that offering support beyond graduation will improve student placement rates and continue the university's commitment to the success of its students at a critical time in their academic/professional lives.

Director of IE's note:  There will need to be a follow up with the dean on this next year to determine a possible course of action.  The Office of Institutional Effectiveness intends on contacting other associate degree granting institutions in the state to determine how they track employment

of their graduates. In addition, the use of a Microsoft Forms Survey asking the same questions instead of calling students six months after graduation was discussed.

Update July 15, 2021:

In an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
 cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS---------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 AALT 20-21 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program
 Goal Number: 5
 Progress: Completed
 Provided By: AA/LT
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
  New Number Identifier Field: 3. Partnerships

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
  New Number Identifier Field: 4. Improvement

## *Care and Development of Young Children*

**CDYC 20-21 (AS) Professional Competency**
**Objective Number: 6.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon the completion of the Associate of Science in Care and Development of Young children program, graduates will possess the knowledge necessary to be successful as entry level childcare teachers.  Upon the completion of the Care and Development of Young Children, Associate of Science, the graduate will:

1. assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. design and implement strategies for involving parents and families of young children in their children's education.
3. demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

These outcomes are assessed using the student learning outcomes (SLOs) from the following courses that are taken as students are completing the program:

According to the EDCI 2900 (Practicum in Early Childhood Education) syllabus, the SLO's for the course are as follows (see file below):

1. Students will be able to assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. Students will demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

According to the EDCI 2020 (Development and Methods in Early Childhood Education) syllabus, the SLO's for the course are as follows:

1. Demonstrate an understanding of stages of young children's characteristics and needs and needs of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child (NAEYC Standard One).
2. Demonstrate an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals (NAEYC Standard Three).

According to the EDCI 2027 (Fostering Literacy in Young Children) syllabus, the SLO's for the course are as follows (see file below):

1. Define emergent literacy and describe the three levels of literacy development in children -emergent, beginning, and fluent.
2. Understand the development of literacy skills in children, including phonemic awareness, phonics, vocabulary, spelling, writing, and comprehension.
3. Be familiar with obstacles to literacy learning (e.g., dyslexia, poverty, cultural and language differences)
4. With parental permission, assess a child between 4 and 8 years of age to determine his/her level of literacy development in the areas identified in item B, and submit an Assessment Project folder including test results and documentation and recommendations for caregivers and teachers.

Attached Files
  EDCI 2027  SP2021
  EDCI 2900 SPRING 21
  EDCI 2020 FA 20

**Assessment/Evaluation/Measures/Strategies:**
The **EDCI 2900** Practicum in Early Childhood Education course is a 75% web-based course. The objectives are directly assessed through an internal document.  The following student learning outcomes are assessed by the on-site practicum supervisor:

1. Knowledge of Child Development/Early Childhood Practices
2. Professionalism
3. Relationships
4. Guidance
5. Professional Development

The students also assess their own learning using the last three questions in a section entitled:  Student's learning goals and assessment of progress.

Using a Likert Scale, students can be scored from 1-5 with 1 indicating very low/weak criterion performance and 5 very high/strong performance.  Supervisors can also select CJ as an option; cannot judge. Success is defined as a 3 or higher.

The evaluation is given in the Spring Semesters only at the end of the student's curriculum.

The **EDCI 2020** Methods of Early Childhood Education course is a 50% web-based course taught in the Fall semester.
Objective 1 is assessed using chapter tests.
Objective 2 is assessed using an observation portfolio.

Since the course is transferable, success is defined at 70%.

The **EDCI 2027** Fostering Literacy in Young Children course is a <mark>50% web-based</mark> course taught in the Spring semester.  Students are evaluated on chapter take home tests and the completion of an assessment project assessing a young child's literacy development.
Objective 1 is assessed on chapters 1 and 2.
Objective 2 is assessed on chapters 3.
Objective 3 is assessed on chapters 4, 5, 6, & 7.
Objective 4 is assessed through an assessment project assessing a young child's literacy development.

Since the course is transferable, success is defined at 70%.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met,

**EDCI 2900**
For the AY 2020-2021, there were 4 students registered in EDCI 2900 on the census day for Spring 2021. 3 students were evaluated. Due to the COVID-19 pandemic, the course was delivered 100% online and students were not permitted to conduct contact hours in an early childhood setting. Instead, students participated in an online virtual classroom environment via Sim School and expected to complete a certain set of modules. Learning objectives were measured using observation data provided by Sim School. Students were scored in each module as "needing attention," "satisfactory." or "good." These nominal measures were converted to numerical values from 1-3 respectively.  A score of 2 (satisfactory) was used as the benchmark.

One student failed to complete 8 modules and that data was removed from the data set.  For Objective 1, students were measured on Domain 1: Instruction. For Objective 2, students were measured on Domain 2: The Classroom Environment and Domain 3: Instruction. It is expected that students will be permitted to participate in early childhood classrooms in the Spring 2022 semester and assessment measures will go back to teacher and student evaluations (see EDCI 2900 Sample OBS Reports PDF files below).

For objective 1, the observed mean of 2.55 $\geq$ the revised benchmark of 2.00

For objective 2, the observed mean of 2.60 $\geq$ the revised benchmark of 2.00

The overall observed mean of 2.58 $\geq$ the revised benchmark of 2.00. As a result, this section of the objective is met.

**EDCI 2020**
For AY 2020-2021, there were 8 students registered in EDCI 2020 on the census day for Fall 2020. 5 students were evaluated. Due to COVID, the course was delivered 100% online. For objective 1, all students were assessed using online chapter tests aligned with text topics on the stages of young children's development and learning environments. Two students failed to complete all thirteen exams, and fourteen 0 scores removed from the data set.

For objective two, all students completed video summaries demonstrating an understanding of developmentally appropriate practice as it pertains to the developmental domains of young children. Due to the COVID- 19 pandemic students were not allowed to conduct live observations in early childhood settings. Instead, video summaries were used to demonstrate best practices of children engaged in learning activities. Therefore, observation rubrics were replaced with video summaries. Four students were evaluated. One student failed to complete any summaries and was not evaluated. Additionally, one student failed to complete three summaries and those 0 scores were removed from the data set. It is expected that students will return to live observations in the fall 2021 semester and assessments measures will go back to observation reports (see EDCI 2020 Sample Video Summary PDF files below).

For objective 1, the observed mean of 81.84% ≥ the established benchmark of 70%.

For objective 2, the observed mean of 91.92% ≥ the established benchmark of 70%.

The overall observed mean of 86.88% ≥ the established benchmark of 70%. As a result, this section of the objective is met.

**EDCI 2027**
For AY 2020-2021, there were 5 students registered in EDCI 2027 on the census day for Spring 2021. 4 students were evaluated. One student did not complete the course and those scores were removed.  For objective 1, all students were assessed using two publisher-provided selected response tests. For objective 2, all students were evaluated using four publisher-provided selected response tests. For objective 3, all students were evaluated using an online question selected by the Instructor from the Willingham book on literacy learning. A holistic scoring procedure was used. For objective 4, all students were evaluated on the completed Reading Assessment of a child and the submission of a portfolio containing assessment results and appropriate supporting details and evaluation by parents. A holistic rubric was used. One student did not complete the project and that score was removed from the data set (see EDCI 2027 Sample Assessments PDF files below).

For objective 1, the observed mean of 94.5% ≥ the established benchmark of 70%.

For objective 2, the observed mean of 95.75% ≥ the established benchmark of 70%.

For objective 3, the observed mean of 95.25% ≥ the established benchmark of 70%.

For objective 4, the observed mean of 95.40% ≥ the established benchmark of 70%.

The overall observed mean of 95.4% ≥ the established benchmark of 70%. As a result, this section of the objective is met.

**Summary:**
Given that the overall for

- For EDCI 2900: the overall observed mean of 2.58 ≥ the revised benchmark of 2.00.
- For EDCI 2020: the overall observed mean of 86.88% ≥ the established benchmark of 70%.

- For EDCI 2027, the overall observed mean of 95.4% $\geq$ the established benchmark of 70%.

this objective is met.

Attached Files
  edci 2020 sample video summary 1.pdf
  edci 2020 sample video summary 2.pdf
  edci 2027 sample assessment 1.pdf
  edci 2027 sample assessment 2.pdf
  edci 2900 sample obs report 2.pdf
  edci 2900 sample obs report 1.pdf

**Improvement Plan/ Changes Made:**

**EDCI 2900**
The improvement plan for Spring 2022 includes embedding more information on the CLASS observation tool that is currently being used by the state to score teacher effectiveness. Additionally, more instruction on professional development will be embedded into the course. These goals are partially carried over from 2019-2020 AY since 2020-2021 courses were tailored to COVID pandemic protocols and procedures and not implemented in a typical fashion. EDCI 2900 SLO Report file below.

**EDCI 2020**
The improvement plan for Fall 2021 includes identifying and implementing strategies for increasing textbook reading and discussion and implementing IRIS Modules/Case Studies to assist students with observations. EDCI 2020 SLO Reporting Form file below.

**EDCI 2027**
The improvement plan for Spring 2022 includes completing all selected response tests prior to beginning the assessment project, sharing experiences during class instruction, and classroom demonstrations of teachers using each reading test to strengthen the response between response tests and assessment.

Attached Files
  EDCI 2900 SLO-Reporting-Form sp21.pdf
  EDCI 2020 SLO Reporting Form  fall 20.pdf
  EDCI2027 SLO Reporting Form sp21.pdf

**RELATED ITEMS--------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    CDYC 20-21 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
    Goal Number: 6

Progress: Completed
Provided By: Care and Development of Young Children
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**CDYC 20-21 (AS) Placement**
**Objective Number: 6.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Care and Development of Young Children majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.  Students are called three times. If the call goes to voice mail, then a message is left with the reason for the call.  If there is no answer three times, then an email will be sent.  As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note: The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted). Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 72.4% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met,

For AY 2020-2021, five students graduated from the Care and Development of Young Children program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Care and Development of Young Children Placement Rates. | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 5 | 2 | 1 | 0 | 1 | 1 |
| FA 13 - SP 14 | 11 | 0 | 5 | 2 | 1 | 3 |
| FA 14 - SP 15 | 11 | 0 | 5 | 2 | 1 | 3 |
| FA 15 - SP 16 | 5 | 0 | 3 | 1 | 0 | 1 |
| FA 16 - SP 17 | 4 | 0 | 0 | 0 | 0 | 4 |
| SP 18 - SU 18 | 2 | 1 | 1 | 0 | 0 | 0 |
| FA 18 - SP 19 | 3 | 0 | 3 | 0 | 0 | 0 |
| SU 19 - SP 20 | 5 | 0 | 0 | 0 | 0 | 5 |
| Total | 41 | 3 | 18 | 5 | 3 | 12 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 72.41 |

The results indicated that none of the students could be contacted. As a result, the data is inconclusive.

**Improvement Plan/ Changes Made:**
In an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
[cabinet minutes 7-6-21 with post graduate form.pdf](cabinet minutes 7-6-21 with post graduate form.pdf)

**RELATED ITEMS-----------------------------------------------------------**
>**RELATED ITEM LEVEL 1**
>CDYC 20-21 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
>Goal Number: 6
>Progress: Completed
>Provided By: Care and Development of Young Children
>Budget Information: none (existing)
>Start: 11/1/2020
>End: 10/31/2021

>>**RELATED ITEM LEVEL 2**
>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>>New Number Identifier Field: 1. Ensure Access

>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>>New Number Identifier Field: 2. Student Success

>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
>>New Number Identifier Field: 3. Partnerships

>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
>>New Number Identifier Field: 4. Improvement

**CDYC 20-21 (AS) Retention**
**Objective Number: 6.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Retain new first-time students declaring their chosen as major as Care and Development of Young Children (CDYC).

**Assessment/Evaluation/Measures/Strategies:**

Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 through AY 1819-1920 with 50 new first-time students entering the CDYC and 23 being retained for a retention value of 46.0% (see Table 1).

| Table 1.  Care and Development of Young Children Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 8 | 3 | 37.50 |
| 1415-1516 | 12 | 5 | 41.67 |
| 1516-1617 | 9 | 6 | 66.67 |
| 1617-1718 | 9 | 4 | 44.44 |
| 1718-1819 | 5 | 1 | 20.00 |
| 1819-1920 | 7 | 4 | 57.1 |
| Totals | 50 | 23 | 46.0 |

As a result, the 46.0% benchmark will be used from historical data for the program.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, 11 new first-time students were admitted into the CDYC program for fall 2019 according to the 14th day census data.  Four (4 or 36.4%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 36.4% < the 46.0% historical retention, this objective is not met.

Attached Files
 2-25-21 CDYC Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
Why was the retention objective not me?  Anecdotal evidence[1] suggests that students regularly select CDYC as a major erroneously, thinking that they are selecting elementary education or early childhood education, and once they discover their error, they change their major.  Since we have no simple way to track these students once they change their major, we can only report them as non-retained.  If this evidence is correct, the first step in addressing our failure to meet the objective is to ensure that all students who have selected CDYC as their major clearly

understand the content of this major and the nature of the degree that they will be earning prior to the start of fall courses. Once a permanent dean has been selected, he should initiate discussion about the viability of terminating or replacing their program due to low completion rates.

[1] With numbers as small as 11 and 4, anecdotal evidence carries much greater weight that it would in most statistical reports.

**RELATED ITEMS------------------------------------------------------------**

> **RELATED ITEM LEVEL 1**
> CDYC 20-21 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.
> Goal Number: 6
> Progress: Completed
> Provided By: Care and Development of Young Children
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021

> > **RELATED ITEM LEVEL 2**
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
> > New Number Identifier Field: 1. Ensure Access
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
> > New Number Identifier Field: 2. Student Success
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
> > New Number Identifier Field: 3. Partnerships
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
> > New Number Identifier Field: 4. Improvement

## *Associate of General Studies*

### AGS 20-21 Program Competency using Peregrine Academic
**Objective Number:** 7.1
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed

**Objective With Intended Outcomes:**

Because the Associate in General Studies (AGS) Degree is a transfer degree largely focused on General Education (GE) skills, graduating AGS students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the AGS degree, students will be competent in the following areas:

1. Overall
2. Art/Music Appreciation
3. Biology/Microbiology
4. Cultural Anthropology/Sociology
5. English/English Composition
6. General Psychology
7. Interpersonal Communication
8. Logic/Critical Thinking
9. Mathematics/Applied Mathematics
10. US History

**Assessment/Evaluation/Measures/Strategies:**
Students will be assessed using the Peregrine Academic General Education Exam in their last semester of attendance. The national averages are noted for the categories that have scores. Note that the national averages change each year.

1. Overall = 51.7%
2. Art/Music Appreciation = none
3. Biology/Microbiology = none
4. Cultural Anthropology/Sociology = none
5. English/English Composition = 58.9%
6. General Psychology = none
7. Interpersonal Communication = none
8. Logic/Critical Thinking = 52.8%
9. Mathematics/Applied Mathematics = none
10. US History = none

All graduating students are invited to take the GE assessment. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and

- Ochsner Lafayette General Orthopedic Hospital.

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam was used. As a result, the national benchmarks are tentative, especially given that they represent scores from Baccalaureate granting institutions within the U.S. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met,

For AY 2020-2021, there were a total of 83 students graduating with the AGS in summer 2020, fall 2020, and spring 2021.  A total of 66 (79.5%) of them took the general education exam with nine of them taking it in under 15 minutes leaving 57 (68.7%) students for consideration. Students graduated from the LSUE face-to-face site, online, and LSUA face-to-face sites only; the rest of the sites have been removed from Table 1 for simplicity.

Table 1 depicts the data and national benchmarks that are known. Overall, LSUE AGS students scored higher for the total at 53.1% versus 51.7% nationally and 63.3% for English composition versus 58.9% nationally. Students scored lower than the national average on critical thinking - 47.2% versus 52.8% nationally. Table 1 also indicates that both the one online student and the one LSUA face-to-face student scored below the known means (keeping in mind an n = 1 at each site).

Director of IE's note:  The lower scores for the LSUA site and online are probably the result of neither student taking the assessment seriously, especially given the 0.0% on history when a history course is required for the AGS.

Table 1. AY 2020-2021 AGS Peregrine General Education Assessment Results by Site (Percentage Correct).

| Topic | Overall | LSUE FF | LSUA FF | Online 16 or 8-Wk | Nat'l |
|---|---|---|---|---|---|
| Total | 54.6 | 55.5 | 35.6 | 26.7 | 51.7 |
| Art/Music Appreciation | 49.1 | 50.0 | 40.0 | 10.0 | -- |
| Biology/Microbiology | 51.1 | 51.8 | 40.0 | 20.0 | -- |
| Cultural Anthropology/Sociology | 63.2 | 64.6 | 20.0 | 30.0 | -- |
| English/English Composition | 63.3 | 64.2 | 20.0 | 60.0 | 58.9 |
| General Psychology | 48.4 | 49.3 | 30.0 | 20.0 | -- |
| Interpersonal Communications | 50.2 | 51.1 | 20.0 | 30.0 | -- |
| Logic/Critical Thinking | 47.2 | 46.6 | 70.0 | 60.0 | 52.8 |
| Mathematics/Applied Mathematics | 53.9 | 54.7 | 50.0 | 10.0 | -- |
| US History | 65.3 | 67.1 | 30.0 | 0.0 | -- |
| Number of students tested | 57 | 55 | 1 | 1 | |

Next, Table 2 examines the longitudinal data for the three testing cycles showing that AGS students scored above the means in all but one subject - Mathematics. Table 2 also indicates that learning has generally increased over the time period in all subjects except mathematics. Some variation was also noted in biology and logic/critical thinking decreasing slightly from AYH 2019-2020.

Table 2. AGS Peregrine General Education Assessment Percentage Correct.

| Topic | Sp 19 | 19-20 | 20-21 | Mean |
|---|---|---|---|---|
| Total | 46.2 | 53.3 | 54.6 | 51.4 |
| Art/Music Appreciation | 35.0 | 47.4 | 49.1 | 43.8 |
| Biology/Microbiology | 42.7 | 52.9 | 51.1 | 48.9 |
| Cultural Anthropology/Sociology | 59.2 | 62.1 | 63.2 | 61.5 |
| English/English Composition | 44.6 | 52.3 | 63.3 | 53.4 |
| General Psychology | 39.6 | 47.3 | 48.4 | 45.1 |
| Interpersonal Communications | 37.7 | 48.2 | 50.2 | 45.4 |
| Logic/Critical Thinking | 42.7 | 48.9 | 47.2 | 46.3 |
| Mathematics/Applied Mathematics | 55.8 | 58.9 | 53.9 | 56.2 |
| US History | 58.9 | 61.7 | 65.3 | 61.9 |
| Number of students tested | 26 | 66 | 57 | 49.7 |
| Number of students graduating | 27 | 79 | 83 | 63 |

Given that the overall observed score of 54.6% > the national 51.7% for AY 2020-2021, this objective is met.

**Improvement Plan/ Changes Made:**
Director of IE's note:  The suggestion to the Dean and faculty is to monitor the data into next year. There is no doubt that the results could be improved. Given the two hurricanes in fall 2020, ongoing CV-19 challenges, and the extreme cold in February 2021 that affected campus operations, it is rather surprising that the results met the two national averages. In addition, there are currently only three data points for each of the nine topics with only two of them being benchmarked against baccalaureate institutions. It is difficult, if not impossible, to determine what type of variability may exist in the scores longitudinally until there are more data points collected over several years.

Given the extraneous variables from AY 2020-2021, the Director of IE and the Interim Dean of Liberal Arts would like to monitor the data into next year.

**RELATED ITEMS------------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> AGS 20-21 Maintain an Effective Associate of General Studies Program
> Goal Number: 7
> Progress: Completed
> Provided By: General Studies
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
> > **RELATED ITEM LEVEL 2**
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
> > New Number Identifier Field: 1. Ensure Access
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
> > New Number Identifier Field: 2. Student Success
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
> > New Number Identifier Field: 3. Partnerships
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
> > New Number Identifier Field: 4.  Improvement

**AGS 20-21 Retention**

**Objective Number: 7.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain fall-to-fall retention of new first-time students declaring their chosen as major as the Associate of General Studies (AGS).

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920 with 243 new first-time students entering AGS and 101 being retained for a retention rate of 41.6% (see Table 1).

| Table 1. New First-Time General Studies Associate Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 31 | 14 | 45.16 |
| 1415-1516 | 27 | 7 | 25.93 |
| 1516-1617 | 43 | 13 | 30.23 |
| 1617-1718 | 31 | 17 | 54.84 |
| 1718-1819 | 39 | 22 | 56.41 |
| 1819-1920 | 72 | 28 | 38.9 |
| Totals | 243 | 101 | 41.6 |

As a result, the retention benchmark of 41.6% will be used based on historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19). According to Institutional Research, 55 new first-time students were admitted into the AGS program for fall 2019 according to the 14th day census data. Twenty-six (26 or 47.3%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 47.3% > the 41.6% historical retention, this objective is met.

Attached Files
[2-25-21 AGS Program Retention from IR.pdf](2-25-21 AGS Program Retention from IR.pdf)

**Improvement Plan/ Changes Made:**
Given that AY 2020-2021 saw a serious disruption of the academic environment due to CV-19 and given that the Division of Liberal Arts is being supervised by an interim dean, rather than plan changes, we will monitor the situation to see how/if retention was affected.  The new, permanent dean (AY 2021-2022 and beyond) can then assess the data and initial and oversee any improvement plan.

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      AGS 20-21 Maintain an Effective Associate of General Studies Program
      Goal Number: 7
      Progress: Completed
      Provided By: General Studies
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

**AGS 20-21 Placement**
**Objective Number: 7.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Associate of General Studies majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message is left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

Director of IE's note:  The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted).  Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 77.8% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, the data for this objective was inconclusive because 61% of the students could not be contacted.

For AY 2020-2021, 95 students graduated from the Associate of General Studies program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. General Studies Associate Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 94 | 38 | 19 | 0 | 8 | 29 |
| FA 13 - SP 14 | 93 | 9 | 15 | 1 | 55 | 13 |
| FA 14 - SP 15 | 69 | 4 | 13 | 3 | 34 | 15 |
| FA 15 - SP 16 | 87 | 2 | 18 | 6 | 44 | 16 |
| FA 16 - SP 17 | 102 | 1 | 2 | 2 | 7 | 90 |
| SP 18 - SU 18 | 54 | 5 | 2 | 1 | 27 | 19 |
| FA 18 - SP 19 | 87 | 1 | 6 | 4 | 23 | 53 |
| SU 19 - SP 20 | 95 | 22 | 14 | 6 | 13 | 40 |
| Total | 586 | 60 | 75 | 17 | 198 | 235 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 77.77 |

The results indicated that 14 were employed in the field while 13 were continuing their education and 40 could not be contacted. As a result, the total (14+13)/ (95-40) = 49.1% removing the 40 students not contacted. Given that the observed value of 49.1% < the historical benchmark of 77.8%, this objective is not met.

**Improvement Plan/ Changes Made:**
Note: Beginning AY 2021-2022, the Division of Liberal Arts and the Division of Science and Mathematics will be merged into a single division, and since both divisions are currently headed interim deans, the dean of the expended division will either be one of them or an entirely new administrator. In any case, the new dean will have a significant learning curve and his/her own vision of this new division. All the current Interim Dean of Liberal Arts can do is to propose an Improvement plan that may or may not be followed.

Here follows a suggestion of how to proceed with making improvements to this planning item. The Office of the Division of Liberal Arts will begin piloting a post-graduate assistance program for students who have graduated with an AALT. The program will involve regular check-ins with graduates for a six-month period. During the check-ins, the office will offer free academic advising or other assistance for students who are making the transition to a four-year university. If the student is having difficulty making the transition, the office will provide resources or, if necessary, offer academic intervention. If the student has decided against pursuing a four-year degree, the office will offer support in the event that the student is searching for a job. The Division of Liberal Arts believes that offering support beyond graduation will improve student placement rates and continue the university's commitment to the success of its students at a critical time in their academic/professional lives.

Director of IE's note:  There will need to be a follow up with the dean on this next year to determine a possible course of action.  The Office of Institutional Effectiveness intends on contacting other associate degree granting institutions in the state to determine how they track employment of their graduates. In addition, the use of a Microsoft Forms Survey asking the same questions instead of calling students six months after graduation was discussed.

Update July 15, 2021:

Note that in an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        AGS 20-21 Maintain an Effective Associate of General Studies Program
        Goal Number: 7
        Progress: Completed
        Provided By: General Studies
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
                New Number Identifier Field: 3. Partnerships

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement


## Library

**LIB 20-21 Faculty Satisfaction with the Library**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will be satisfied with LSU Eunice Library Services.

**Assessment/Evaluation/Measures/Strategies:**
This objective will assess overall satisfaction with library services and will be assessed using the spring faculty electronic surveys sent to all faculty.  The survey uses a 5-point Likert Scale where:

- 1 is strongly disagree
- 2 is disagree
- 3 is neutral
- 4 is agree
- 5 is strongly agree
- a n/a or not applicable.

The questions used are:
Q20 Library resources and services are adequate to meet campus needs.
Q46 Staff in the Library are helpful.

The benchmark was determined by using historical data for six years (see Table 1).

Table 1. Faculty satisfaction for the given years.

| Spring | Q20 | Q46 | Mean | n |
|---|---|---|---|---|
| 2014 | 4.2 | 4.5 | 4.35 | 24 |
| 2015 | 3.7 | 4.5 | 4.10 | 22 |
| 2016 | 4.1 | 4.4 | 4.25 | 19 |
| 2017 | 3.8 | 4.2 | 4.00 | 20 |
| 2018 | 3.5 | 4.4 | 3.95 | 15 |
| 2019 | 3.7 | 4.5 | 4.10 | 29 |
| 2020 | 3.9 | 4.5 | 4.20 | 29 |
| weighted means | 3.85 | 4.44 | 4.15 | 158 |

Meeting or exceeding the mean of 4.15 is considered as meeting this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, notification of the availability of the spring faculty survey went out in the middle of spring 2021. A total of 23 (38.98%) of the 59 faculty completed the survey rating the library questions as follows (see PDF file below):

- #20 mean = 4.0 (compared to 3.9 for AY 2019-2020)
- #46 mean = 4.8 (compared to 4.5 for AY 2019-2020)
- Overall mean of two questions = 4.40 (compared to 4.2 for AY 2019-2020)

As noted in the data above, the results for both questions increased slightly for a 0.20-point gain in satisfaction.

Given that the observed combined mean of 4.40 > historical benchmark of 4.15, this objective is met.

Attached Files
  Library Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
While the objective as a whole was met, there is always room for improvement in library resources and services meeting campus needs.

Our proxy server was moved to the cloud this summer (see attached email thread).  We have received no complaints to report and no technical issues since the migration, but we will continue to monitor it.

Due to the COVID-19 pandemic and staff shortages, we were unable to implement the 2020-2021 AY improvement plan. Therefore, the plan to develop more LibGuides for courses and begin a pilot program of embedded librarianship to assist students will be carried over into 2021-2022 AY.

Attached Files
 RE_ Welcome to OCLC Hosted EZproxy!.pdf

**RELATED ITEMS----------------------------------------------------------**
>
>**RELATED ITEM LEVEL 1**
>LIB 20-21 Constituencies at LSUE will be satisfied with library operations.
>Goal Number: 1
>Progress: Completed
>Provided By: Library
>Budget Information: none (existing)
>Start: 11/1/2020
>End: 10/31/2021
>
>>**RELATED ITEM LEVEL 2**
>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>>New Number Identifier Field: 1. Ensure Access
>>
>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>>New Number Identifier Field: 2. Student Success
>>
>>To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
>>New Number Identifier Field: 4. Improvement

**LIB 20-21 Staff Satisfaction with the Library**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Staff will be satisfied with LSU Eunice Library Services.

**Assessment/Evaluation/Measures/Strategies:**
This objective will assess overall satisfaction with library services and will be assessed using the spring staff electronic surveys sent to all staff.  The survey uses a 5-point Likert Scale where:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree
6. In spring 2020, an n/a was added that had no point value on the Likert Scale

The following questions on the Staff Survey will determine the level of satisfaction:

Q17 Library resources and services are adequate to meet campus needs.
Q39 Staff in the Library are helpful.

Historical data was used to determine the benchmark (see Table 1).

Table 1. Historical values for staff satisfaction related to the library.

| Spring | Q17 | Q39 | Mean | n |
|---|---|---|---|---|
| 2014 | 3.8 | 4.1 | 3.95 | 73 |
| 2015 | 3.5 | 3.8 | 3.65 | 46 |
| 2016 | 3.7 | 4.0 | 3.85 | 43 |
| 2017 | 3.8 | 4.0 | 3.90 | 52 |
| 2018 | 3.8 | 4.1 | 3.95 | 40 |
| 2019 | 3.9 | 4.2 | 4.05 | 27 |
| 2020 | 4.2 | 4.4 | 4.30 | 44 |
| weighted means | 3.81 | 4.08 | 3.94 | 325 |

Meeting or exceeding the benchmark of 3.94 is considered successful.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the annual staff satisfaction survey became available toward the middle of the spring 2021 semester. A total of 47 (47%) of the 100 staff members responded to the survey rating facilities services a 4.6 (see file below). The results for the two questions were as follows:

- #17 mean = 4.1 (compared to a mean of 4.2 for AY 2019-2020)
- #39 mean = 4.5 (compared to a mean of 4.4 for AY 2019-2020)
- combined mean = 4.3 (compared to a mean of 4.3 for AY 2019-2020)

As the data indicates, there was little change with a 0.1-point decrease in #17 and the same increase in #39 yielding the same combined mean as AY 2019-2020.

Given that the observed mean of 4.3 > historical benchmark mean of 3.94, this objective is met.

Attached Files
Library Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
While the objective was met, the library will continue to work with staff to keep up with their expectations of resources and services so that we can continue to meet their needs.

The library will collaborate with the Continuing Education department to bring programs, such as a book club, for staff professional development and leisure learning. This objective will be monitored over AY 2021-2022.

**RELATED ITEMS-----------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  LIB 20-21 Constituencies at LSUE will be satisfied with library operations.
  Goal Number: 1
  Progress: Completed
  Provided By: Library
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement

**LIB 20-21 Student Satisfaction with the Library**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with LSU Eunice Library resources and staff.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction (RNL) Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

The Noel-Levitz Student Satisfaction Inventory given to students toward the end of the spring 2020 semester.  The survey uses a 7-point Likert Scale:

1.  is not satisfied at all
2.  is not very satisfied
3.  is somewhat dissatisfied
4.  is neutral
5.  is somewhat satisfied
6.  is satisfied
7.  is very satisfied

There are two questions on the survey related to student satisfaction

- #6. Library resources and services are adequate
- #43. The library staff is helpful and approachable

Question 6 has a national benchmark while 43 does not (since it is local or campus question).  Since both questions relate to the library, the national benchmark will be used averaged (simple mean) over the last three years. Spring 2018 was 5.96; spring 2019 was 5.99; and spring 2020 was 6.07; the mean is 6.00.

Attached Files
  9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of 361 (13.3%) of the 2,711 students enrolled in spring took the Noel-Levitz Student Satisfaction Survey (See file below).  The overall score from all sites was 6.38 with the following means from each site:

- All Sites: #6 = 6.38, #43 = 6.38, mean = 6.38 (n = 361)
- LSUE:  #6 = 6.37, #43 = 6.29, mean = 6.33 (n = 228)
- LSUA:  #6 = no data, #43 = no data, mean = -- (n = 1)
- Dual Enrollment < 50% of a program: #6 = 6.13, #43 = 6.44, mean = 6.29 (n = 31)
- Both 8-week and 16-week Online: #6 = 6.54, #43 = 6.66, mean = 6.60 (n = 92)
- Ochsner Lafayette General Orthopedic Hospital: #6 = 6.00, #43 = 6.43, mean = 6.34 (n = 9)

It should be noted that all registered LSU Eunice students have access to the LSU Eunice face-to-face and online services. Given that, many off-site students at

- LSUE students at LSUA use LSUA's Bolton Library,
- LSU Eunice students at the Lafayette General Orthopedic Hospital site use the LSU Eunice Library; and
- Online students use LSU Eunice's Library Online.

As a result, it is unclear if they are evaluating their own local library or LSU Eunice's library. Regardless, the weighted mean value = 6.38 indicates that students at all sites were at least satisfied with the library's services.

Given that the observed overall mean = 6.38 > the historical benchmark of 6.00 for #43 and the 6.09 for #6, this objective is met.

Attached Files
  Library NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
The library staff will improve its availability of resources and programs to assist students with course learning objectives. Library staff will continue to work with Louisiana Library System (LOUIS) to offer more free digital course books, continue to provide faculty with Open Educational Resources (OER) conversions, and investigate replacing the physical video collection with a streaming service as a supplement to course materials.

**RELATED ITEMS------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
LIB 20-21 Constituencies at LSUE will be satisfied with library operations.
Goal Number: 1
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**LIB 20-21 Increase the Number of Library Visits**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Library traffic will increase.

**Assessment/Evaluation/Measures/Strategies:**

Note that the Director of IE recommended a change to use a three-to-five-year average last year in the improvement plan. As a result, the benchmark has changed.

This objective will assess library traffic based on the library's electronic gate counter.  The benchmark is an increase from the average of historical data from the previous 4 years (see Table 1).

Table 1. Gate counts for the given years

| Academic Year | Gate Count |
|---|---|
| 2016-2017 | 47,126 |
| 2017-2018 | 55,742 |
| 2018-2019 | 61,279 |
| 2019-2020 | 48,548 |
| Mean: | 53,174 |

Meeting or exceeding this mean is considered as meeting this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met due to circumstances beyond the Library Staff's control.  There was a ransomware attack in October 2019 that forced most library services off-line for a period of time.  In spring 2020, CV-19 forced all courses online mid-March.

For AY 2020-2021, the library's evening hours were reduced by 8 hours a week due to staff shortages and the increase in online/hybrid courses because of COVID-19.  The electronic gate counter data shows a total of 31,281 physical patron visits to the library (see file below).  This is less than the benchmark of 53,174.  (Note: No data are collected during the months of May and June due to low patron visits during this time).

Since the observed value of 31,281 < the benchmark of 53,174, Objective 2.1 is not met.

Attached Files
 2020-2021 Month to Month Totals.pdf

**Improvement Plan/ Changes Made:**
The objective was not met due to COVID-19.  In AY 2020-2021, the library had a reduction in hours and staff due to the decrease of students physically coming to campus with many classes continuing to be held virtually.

It wasn't anticipated that COVID-19 would continue into the following year. However, we believe that these numbers will increase once our students are back on campus and in face-to-face classes.  We will continue to promote the library at orientations, during bibliographic sessions, and by hosting library programs and events.

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**
LIB 20-21 Library Patron Usage and Traffic will Increase
Goal Number: 2
Progress: Completed
Provided By: Library
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**LIB 20-21 Increase the Number of Items Circulated**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Library holdings will increase in circulation.

**Assessment/Evaluation/Measures/Strategies:**
This objective will assess library circulation of all physical holdings: audio, books, DVD/Video, and reserves.  The benchmark is the mean of the previous 4 academic years (see Table 1).  Note that the Director of IE recommended using a three-to-five-year average to establish the

benchmark in last year's improvement plan. As a result, the benchmark changed from a set percentage to a variable percentage based on historical documents.

Table 1.  Number of items circulated for the given years

| Academic Year | Items Circulated |
|---|---|
| 2016-2017 | 1450 |
| 2017-2018 | 1266 |
| 2018-2019 | 895 |
| 2019-2020 | 808 |
| Mean: | 1105 |

Meeting or exceeding this mean is considered as meeting this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met due to circumstances beyond the Library Staff's control.  There was a ransomware attack in October 2019 that forced most library services off-line for a period of time.  In spring 2020, CV-19 forced all courses online mid-March.

For AY 2020-2021, a total of 314 items were circulated (See file below).

During AY 2020-2021, COVID-19 continued to affect physical visits by the LSU Eunice community, and therefore we experienced another reduction in circulated items.  Most classes were offered online or via hybrid formats, and faculty directed students to utilize online resources.

Given that the observed value of 314 < the benchmark of 1,105, Objective 2.2 is not met.

Attached Files
 2020-2021 Month to Month Totals.pdf

**Improvement Plan/ Changes Made:**
Hopefully, the COVID-19 pandemic will begin to fade away in the AY 2021-2022 year, and we will see this objective improve.  Classes are expected to return face-to-face, and students will be attending BI sessions in the library again. In addition, we will continue to promote usage and circulation to our students and community patrons.

For AY 2020-2021, library personnel did continue to collect electronic book data and found that they were accessed 265 times (See file below) from the eBook collection.  This is an increase in usage from the previous year, but we feel strongly it should be higher.  This is the third year of data collection; next year, historical data will be used to establish a mean and develop an additional objective for digital resource usage.

Director of IE's Note: Should be we combine both electronic and physical circulation into one number? This will need to be decided as we move into AY 2021-2022.

Attached Files
  Ebook Uses 2020-2021.pdf

**RELATED ITEMS----------------------------------------------------------**
     **RELATED ITEM LEVEL 1**
     LIB 20-21 Library Patron Usage and Traffic will Increase
     Goal Number: 2
     Progress: Completed
     Provided By: Library
     Budget Information: none (existing)
     Start: 11/1/2020
     End: 10/31/2021

          **RELATED ITEM LEVEL 2**
          To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
          New Number Identifier Field: 1. Ensure Access

          To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
          New Number Identifier Field: 2. Student Success

          To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
          New Number Identifier Field: 4. Improvement

**LIB 20-21 Increase the number of Bibliographic Instructional Sessions**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The objective is to increase the number of Bibliographic Instruction (BI) Sessions, thereby improving information literacy skills.

**Assessment/Evaluation/Measures/Strategies:**

Library personnel continue to collect data for these objectives and will move to a 3-year average for AY 2021-2022.

For this year the average from AY 2018-2019 and AY 2019-2020 will be used to set the benchmark.  The average number of BI sessions for these two years was 26 sessions reaching 658 students (see Table 1).

Table 1. Number of BI Sessions and Students Attending

| Year | BI Sessions | Students |
|---|---|---|
| AY 2018-2019 | 24 | 593 |
| AY 2019-2020 | 28 | 723 |
| Mean | 26 | 658 |

Meeting or exceeding these benchmarks is considered successful.

Director of IE's Note: The calculation is a simple mean since there are two values for each.  However, once a third data point is introduced next year, we will need to use weighted means.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the library provided 33 BI sessions for 707 students (See file below).  Since the observed number of 33 sessions > the benchmark of 26 sessions and the observed number of 707 students > the benchmark of 658 students, this objective is met.

Attached Files
  2020-2021 BI Sessions.pdf

**Improvement Plan/ Changes Made:**
This AY 2020-2021 students were in many hybrid and virtual classes due to COVID-19.  Because of these challenges, the library offered faculty a choice of in-person, live, or pre-recorded sessions.  The majority of the faculty that participated in BI sessions chose the pre-recorded sessions.

While most BI sessions were for English 1002, offering the pre-recorded sessions provided a means to reach more of these online English courses than in the past.  The library staff continues to reach out to the faculty in an effort to provide more bibliographic instructional sessions to our students.

The library staff also subscribed to Credo Instruct to teach and assess foundational skills to students while aligning information literacy practices with faculty.  Unfortunately, it still hasn't been fully implemented due to staff shortages and priority changes due to COVID-19.  The implementation date has again been pushed back to AY 2021-2022.

Director of IE's note:  Please note that effective AY 2022-2023, Library personnel will be required to develop and assess student learning outcomes for BI instruction because it is primarily considered as academic support.  This will require a separate objective.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    LIB 20-21 The Library will provide guidance and instruction in library skills and information literacy.
    Goal Number: 3
    Progress: Completed
    Provided By: Library
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

## *Testing Center*

**TEST 20-21 Placement and Procedures**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will agree that assessment and course placement procedures are reasonable.

Director of IE's note. This question will examine the testing procedures for new students; however, the testing center tests quite a few continuing students, online students, and gives specialized assessments, mostly to LSUE students.  The Testing Center Manager, Library Director, and I

may want to revisit this in AY 2022-2023 in order to determine the best way to assess that part of the students using the testing center.  It may involve an email and link from Microsoft Forms.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is somewhat satisfied (5.0) or higher.  The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2021. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Student satisfaction will be determined using question 30:  "The assessment and course placement procedures are reasonable".

The Inventory uses the following Likert Scale for the questions asked:
1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The national average for spring 2021 question 30 = 5.89. Meeting or exceeding the 5.89 will meet this objective.

Attached Files
 9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective did not exist.

For AY 2020-2021, The RNL survey was sent out to student prior to the end of the spring 2021 semester as indicated above.  A total of 361 (13.3%) of the 2,711 students enrolled in spring 2021 responded to the survey as follows (see PDF file below):

- National average = 5.89, n = 69,527
- LSUE all sites = 6.16, n = 361
- LSUE face-to-face site only = 6.04, n = 228
- LSUA face-to-face site = no data, n = 1
- Dual enrollment sites < 50% of a program = 6.50, n = 31
- Both 8-week and 16-week online = 6.31, n = 92
- Ochsner Lafayette General Orthopedic Hospital = 6.43, n = 9

The results show that students at all LSUE sites that had data are satisfied with the assessment and course placement procedures given that all sites were > 6.00.

Director of IE's Note:  Students are free to take the Accuplacer Placement Assessment at any location provided they bring in a copy of their scores.

Given that the observed score of 6.16 > the national average of 5.89, this objective is met.

Attached Files
  Testing Center NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
The Director of IE recommends sharing the results with the Testing Center and asking about an improvement plan (that might be to monitor data into next year given that this was the first year for this objective) and examining how to best assess existing students taking assessments.

Attached Files
  9-17-21 Email on Testing Center IE.pdf

## Science & Mathematics

**SCI 20-21 Developmental Math (MATH 0001)**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**

**Progress: Completed**

**Objective With Intended Outcomes:**
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.

The student learning outcomes for MATH 0001 (Prealgebra) are:  The student, upon successful completion of this course, will:
1.1.1  Manipulate the order of operations on the real numbers.
1.1.2  Perform basic algebraic operations with expressions and linear equations.
1.1.3  Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 course syllabus (see the Major Learning Outcomes section on page 2 of the file below) used for both fall 2020 and spring 2021.

Attached Files
  MATH 0001 SYLLABUS AY2020_2021.pdf

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
The outcomes will be directly assessed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam during the academic year will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Note:  The final exam for modular math students is both multiple choice and free response.  Questions parallel the student learning outcomes for all other sections and methodologies.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.  This was chosen as the minimum competency necessary in order to begin MATH 0015 or 0021.

**Indirect Assessment:**

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2020-2021 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. The rate established is 50% based on success of all mathematics courses. Note that a C or better in the course is required at LSUE for the student to take the next mathematics course.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch

**Achieving the Dream Course Success Data using Demographics**

Director of IE's note: This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was not met. The improvement plan was documented in AY 2019-2020 with some additional changes being made in MATH 0001, MATH 0015, MATH 0021, and books for the different methodologies being standardized (see 7-9-2020 email attached below).

Director of IE's General Note: The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

**Direct Assessment**

For AY 2020-2021, there were 973 students enrolled in 39 sections MATH 0001 on census day for fall and spring semesters with 585 (60.1%) of them being assessed on the final exam for student learning (see the final exam PDF file below). Note that there were no MATH 0001 sections offered at the LSU Laboratory High School or at the Ochsner Lafayette General Orthopedic Hospital sites.

In all, students scored a 73% overall; a 75% on outcome 1.1.1; a 72% on outcome 1.1.2; and a 72% on outcome 1.1.3 (see Table 1). As noted in Table 1, all sites but the LSUA face-to-face site performed above the 70% benchmark overall. The LSUE face-to-face students had some issues with outcome 1.1.2 while LSUA face-to-face students had some issues with all outcomes. Please note that the LSUA site had five students in one section (during spring 2021) and results should not be generalized due to the low number of students in the one section. Given the low n for LSUA, any discussion of the results is meaningless because the data is negatively skewed.

In addition, Table 1 also shows that dual enrollment high school students < 50% of a program enrolled at one site scored the highest followed by motivated students taking 8-week accelerated online courses. Both 16-week online and modular sections performed at 73% overall followed by

the 191 students at the LSUE. Table 1 also indicates that the dual enrollment < 50% of a program, both 8-week and 16-week online, and modular met all the individual outcomes.

| Table 1.  MATH 0001 SLO Results AY 2020-2021 by Site as a Percentage. | | | | | | | |
|---|---|---|---|---|---|---|---|
| MATH 0001 SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% | Modular |
| Overall | 73 | 70 | 65 | 73 | 77 | 82 | 73 |
| 1.1.1. Manipulate order of operations with real numbers | 75 | 70 | 69 | 78 | 80 | 83 | 74 |
| 1.1.2. Perform basic algebraic operations with expressions and linear equations | 72 | 68 | 57 | 74 | 75 | 83 | 70 |
| 1.1.3. Geometry | 72 | 71 | 75 | 70 | 74 | 79 | 75 |
| Total number of students tested | 585 | 191 | 5 | 155 | 54 | 40 | 140 |
| Total number of sections for AY | 39 | 10 | 1 | 10 | 4 | 1 | 13 |

Next, Table 2 depicts the longitudinal data since spring 2011. Comparing AY 2020-2021 to AY 2019-2020, there was a four-percentage point increase in the overall score with outcome 1.1.1 increasing five percentage points and both 1.1.2 - 1.1.3 increasing four percentage points. Each of the scores suggests student learning that exceeded the mean scores over the time period. The increase was unexpected due to the lingering effects of CV-19 and the fact that many students had performance related issues due to CV-19 causing them to withdraw in during AY 2020-2021.

| Table 2.  Longitudinal SLO Results for MATH 0001 by Academic Year as a Percentage | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MATH 0001 Student Learning Outcomes:  All Sections | Sp 11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 63 | 71 | 73 | 73 | 71 | 74 | 72 | 67 | 69 | 69 | 73 | 70.5 |
| 1.1.1. Manipulate order of operations with real numbers | 68 | 77 | 78 | 78 | 75 | 80 | 76 | 67 | 68 | 70 | 75 | 73.8 |
| 1.1.2. Perform basic algebraic operations with expressions and linear equations | 58 | 66 | 68 | 71 | 70 | 74 | 70 | 65 | 69 | 68 | 72 | 68.3 |
| 1.1.3. Geometry | x | 64 | 67 | 64 | 62 | 67 | 71 | 69 | 71 | 68 | 72 | 67.5 |
| Total number of students tested | 259 | 714 | 608 | 512 | 483 | 424 | 555 | 585 | 548 | 494 | 585 | 524.3 |

Director of IE's Note:  I commend the mathematics faculty for the hard work they put in assisting students. The increase in student learning this year over the past few years is a welcomed break from the statistics fluctuating.

**Indirect Assessment**
Next, the MATH 0001 course success rate is compared to the NCES (2018) data noted above with success being defined as an A, B, or C only.  Overall, LSUE had a success rate of 47.7% as shown in Table 3. This falls below the national average of 50% for two-year colleges meaning that 510 of the 975 students enrolled received a D, F, or W for the course.

| Table 3.  AY 2020-2021 MATH 0001 Success Rates Based on Number Enrolled | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% | Modular |
| A, B, C, P | 466 | 134 | 1 | 121 | 49 | 37 | 124 |
| D, F, W, NC | 507 | 158 | 9 | 182 | 44 | 3 | 111 |
| Total | 973 | 292 | 10 | 303 | 93 | 40 | 235 |
| Percent Success | 47.9 | 45.9 | 10.0 | 39.9 | 52.7 | 92.5 | 52.8 |

Success rates from the immediate past years are as follows:

- AY 2017-2018 = 55%,
- AY 2018-2019 = 63.7%, and
- AY 2019-2020 = 46.6%.

Increases were noted in AY 2018-2019, but the success rates decreased again for both AY 2019-2020 and AY 2020-2021. Because LSUE became an Achieving the Dream college in the later part of 2020, the success data is examined by ethnicity to determine any possible inequities.

**Achieving the Dream Course Success Data using Demographics**
As noted in the Indirect Assessment section above, there were 973 students enrolled in MATH 0001 on census day for the fall and spring semesters making it one of the top ten courses that new first-time students are registered for. Using initiatives surrounding Achieving the Dream, data is presented by Ethnicity, gender, and socioeconomic (SES) status. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

Table 4 depicts the Ethnicity for all 973 and the number and proportion registered along with the number and proportion that successfully completed the course with a grade of A, B, or C. Most groups completed the course with a similar proportion in which they were registered except for Black or African Americans were 46.4% of the overall student body in MATH 0001 having a success rate of 35.2% for a difference of 11.2 percentage points. By contrast, White students were 44.0% of those enrolled with 54.3% successfully - an increase of 10.3 percentage points. The variation between the proportion enrolled and the proportion successful for the two major groups is not considered typical.

| Table 4.  MATH 0001 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 4 | 0.4 | 2 | 0.4 |
| Asian | 3 | 0.3 | 3 | 0.6 |
| Black or African American | 451 | 46.4 | 164 | 35.2 |
| Hispanic of any race | 34 | 3.5 | 19 | 4.1 |
| Race/Ethnicity Unknown | 36 | 3.7 | 18 | 3.9 |
| Two or more races | 17 | 1.7 | 7 | 1.5 |
| White | 428 | 44.0 | 253 | 54.3 |
| Total | 973 | 100.0 | 466 | 100.0 |

Next, Table five shows that the relative proportions of enrollment and then subsequent success for MATH 0001 students by gender in AY 2020-2021 were approximately the same being different by 1.1 percentage points.

| Table 5.  AY 2020-2021 MATH 0001 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 709 | 72.9 | 345 | 74.0 |
| Male | 264 | 27.1 | 121 | 26.0 |
| Total | 973 | 100 | 466 | 100 |

Finally, students with no Pell Grant were enrolled in MATH 0001 at 42.7%, but earned an A, B, or C at a rate of 50.2% for a difference of 7.5 percentage points. Students on a Pell Grant were 57.3% of the MATH 0001 enrollment but succeeded at a rate of only 49.8%.

| Table 6. AY 2020-2021 MATH 0001 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 415 | 42.7 | 234 | 50.2 |
| Y | 558 | 57.3 | 232 | 49.8 |
| Total | 973 | 100 | 466 | 100 |

The data in this section, both "typical variation" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the

- observed value of 73% for the direct assessment > the established 70% benchmark
- observed value of 47.9% for the indirect success rate < the NCES benchmark of 50%

this objective is partially met placing the higher importance on the student learning outcomes.

Attached Files
 MATH 0001 Final Exam Fall 2020.pdf
 7-9-20 Math Meeting Minutes.pdf

**Improvement Plan/ Changes Made:**
Based on the improvement of the student learning outcome data along with the impacts of CV-19 during AY 2020-2021, it was decided to monitor the results into the next academic year.

Demographic results will be presented to the Achieving the Dream Core Committee for their input.

A meeting took place in the summer 20201 where math faculty discussed SLO improvement plans. The minutes are attached.

On October 15, 2021, the Vice Chancellor for Academic Affairs and the Director of Institutional Effectiveness had a conversation about the disaggregated data detailed in the progress report. Both agreed to makes changes to the way success percentages were calculated. The proportion of a certain ethnicity is the number in the Ethnic group in the third column divided by the total number of students enrolled. This is the same methodology as that presented in the progress report section. However, the percentage success is the number from a certain Ethnicity in

column three divided by the total number in the Ethnic group from the same row in column one. The percent generated is then compared to the overall success rate at the bottom of column four (see the 10-15-21 ATD...file attached below).

Attached Files
  Math Meeting Minutes 7_6_2021 SLO Improvements.pdf
  10-15-21 MATH 0001 ATD Data.pdf

**RELATED ITEMS-------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      SCI 20-21 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.
      Goal Number: 1
      Progress: Completed
      Provided By: Science & Mathematics
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field:1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

**SCI 20-21 Developmental Math (MATH 0015)**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Developmental education students will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0015 Introductory Algebra) necessary to be successful in their first general education mathematics course. The student learning outcomes in MATH 0015 (Introductory Algebra) are upon successful completion of this course, the student will:

- 1.1.4 Perform basic algebraic operations.
- 1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0015 course syllabus for both Fall 2020 and Spring 2021 (see the Major Learning Outcomes section on page 2 of the syllabus file below).

Attached Files
 MATH 0015 SYLLABUS AY2020_2021.pdf

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0015 needed for general education mathematics.

**Indirect Assessment:**
The indirect measurement (course success rates) will be calculated using data from institutional research over the 2020-2021 academic year.  Methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution will be used.  The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was partially met given that some site scored above the 70% benchmark. The math faculty met on 7-9-2020 (see file below) and decided to delete some material in MATH 0015 to better align it with the general education MATH 1015 course (see MATH 0015 Course Profile below). The following were removed from MATH 0015 because the topics were not needed for MATH 1015: slopes of parallel and perpendicular lines; solve equations containing rationale expressions and solve equations containing rational expressions for a specific variable.

Director of IE's General Note: The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

**Direct Assessment**
For AY 2020-2021, there were 377 students registered in the course during the fall and spring semesters with 225 (59.7%) of them being directly assessed on the final exam for student learning (see final exam PDF file below). Note that MATH 0015 was not offered at the LSUA, LSU Laboratory High School, dual enrollment < 50% of a program, or the Ochsner Lafayette General Orthopedic Hospital sites.

The results the SLOs are detailed in Table 1 showing that the students scored a 73% overall, a 72% on outcome 1.1.4, and a 77% on outcome 1.1.5. The eight-week online students scored the highest at an 81% overall with modular face-to-face and online 15-week scoring a 74% for second with the LSUE face-to-face scored a 69% (slightly below online and modular).

| Table 1. MATH 0015 SLO Results by Site AY 2020-2021 as Percentages | | | | | |
|---|---|---|---|---|---|
| MATH 0015 SLO Description | Overall | LSUE FF | Online 15-Wk | Online 8-Wk | Modular |
| Overall | 73 | 69 | 74 | 81 | 74 |
| 1.1.4. Perform basic algebraic operations | 72 | 66 | 72 | 80 | 72 |
| 1.1.5. Perform operations with the rectangular coordinate system | 77 | 75 | 75 | 83 | 77 |
| Total number of students tested | 225 | 52 | 54 | 26 | 93 |
| Total number of sections in AY | 21 | 4 | 4 | 3 | 10 |

Next, Table 2 details the longitudinal data for MATH 0015 since data was first kept in spring 2011. The data suggests that the efforts of the math faculty has shown incremental increases in student learning and that results for AY 2020-2021 outperformed every year shown (see the means in the far right-hand column of Table 2).

| Table 2. Longitudinal SLO Data for MATH 0015. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MATH 0002/0015 Description | Sp 11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 62 | 66 | 65 | 67 | 68 | 69 | 67 | 64 | 72 | 67 | 73 | 67.2 |
| 1.1.4. Perform basic algebraic operations | 62 | 66 | 64 | 67 | 68 | 69 | 67 | 64 | 71 | 65 | 72 | 66.6 |
| 1.1.5. Perform operations with the rectangular coordinate system | 60 | 67 | 69 | 64 | 67 | 69 | 68 | 65 | 74 | 73 | 77 | 68.4 |
| Total number of students tested | 306 | 533 | 534 | 492 | 474 | 349 | 449 | 247 | 277 | 244 | 225 | 375.5 |

Given that the LSUE face-to-face site did not perform at 70%, an item analysis was run on the data (see AY 20-21 Final Exam Item Analysis LSUE FF PDF file below). Any question on the exam that had less than a 60% probability of being answered correctly was included in the analysis (see highlighted probabilities in the attached PDF file). Questions 4, 5, 6, 25, 30, 31, 32, 33, 34, 36, and 39 were associated with outcome 1.1.4 all had a probability of being answered correctly < 60%. Question 15 linked to outcome 1.1.5 had a probability of being answered < 60%. It is interesting to note that questions 4, 5, 6, 33, and 39 are application problems while question 34 was a rather simple "find the domain" question.

**Indirect Assessment**
The indirect rate for the 377 students was calculated by taking the number of students with an A, B, or C at the end of the course divided by the total enrolled based on the census dates for the fall 2020 and spring 2021 semesters. Overall, the success rate was 48.0% (see Table 4). Modular and 8-week online had similar success rates while LSUE face-to-face had a 42.1% success rate followed by 16-week online at 37.3%.

| Table 4. AY 2020-2021 MATH 0015 Success Rates Based on Number Enrolled. | | | | | |
|---|---|---|---|---|---|
| Grade | Overall | LSUE FF | Online 16-Wk | Online 8-Wk | Modular |
| A, B, C, P | 181 | 32 | 41 | 30 | 78 |
| D, F, W, NC | 196 | 44 | 69 | 23 | 60 |
| Total | 377 | 76 | 110 | 53 | 138 |
| Percent Success | 48.0 | 42.1 | 37.3 | 56.6 | 56.5 |

**Summary:**
Given that the

- direct assessment observed score of 73% > established benchmark of 70% and
- indirect assessment observed score of 48% < the NCES rate of 50%

this objective is partially met.

Attached Files
 AY 20-21 Final Exam Item Analysis LSUE FF.pdf
 MATH 0015 FE Fall 2020.pdf
 7-9-20 Math Meeting Minutes.pdf
 LSUE MATH 0015 Course Profile Fall 2020.pdf

**Improvement Plan/ Changes Made:**
As noted above, it is quite possible that the CV-19 pandemic had an impact on students. However, in fall 2020, our area was hit with two major hurricanes. In spring 2021, there was a deep freeze for approximately a week. Both sets of events likely impacted student success as well.

Math faculty met over the summer and discussed the most missed questions on the final exam.

The only issues that were was number 4 which is being changed to include less operations to better align with the types of problems in the new textbook.

Question number 21 on the online final exam will be changed to be more in line with types of problems in this course. When randomly generated the powers can get very large when multiplying a monomial times a trinomial.

Number 39 on the face-to-face final exam will be modified to be more straight forward. There is a lot of extra information in this question.

Attached Files
 Math Meeting Minutes 7_6_2021.pdf

**RELATED ITEMS**---------------------------------------------------------
**RELATED ITEM LEVEL 1**
SCI 20-21 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.
Goal Number: 1
Progress: Completed
Provided By: Science & Mathematics
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**SCI 20-21 Developmental Math (MATH 0021)**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Developmental education students will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0021 Intermediate Algebra) necessary to be successful in their first general education mathematics course.

The student learning outcomes in MATH 0021 (Intermediate Algebra) are upon successful completion of this course, the student, will:
- 1.1.4 Perform basic algebraic operations.
- 1.1.5 Perform basic operations involving the rectangular coordinate system.

    These outcomes are contained in the MATH 0021 course syllabus for both Fall 2020 and Spring 2021 (see the Major Learning Outcomes section on page 2 of the PDF file below).

Attached Files
 MATH 0021 SYLLABUS AY2020_2021.pdf

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook and online homework.  All students taking the final exam will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0021 needed for general education mathematics.

**Indirect Assessment:**
The indirect measurement (course success rates) will be calculated using data from institutional research over the 2020-2021 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. For LSUE, this means that a student earned a C or better in the course. The rate established is 50% based on success of all mathematics courses.

Citation for current research:  Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met. Even though the SLO metric was met, the percentage of students completing the course was at 55.3%. The math faculty met on 7-9-2020 and 7-16-2020 (see meeting minute files below...Attachments 1 and 2) and removed some material from MATH 0021 to better align it with MATH 1021 (See MATH 0021 Course Profile Below...Attachment 3). The material removed was:

- Removed intersection and union of sets
- Quadratic formula will stay in the homework but will not be on the final exam this academic year; depending on time it may be added the following year
- Removed operations involving complex numbers since this concept is taught in MATH 1021; keep the definition of what it is
- Removed the operations with rational exponents but will keep converting from radical to rational exponents
- Removed rationalizing cube roots
- Add questions involving quadratic formula to now include imaginary solutions

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

**Direct Assessment**

For AY 2020-2021, a total of 176 students were enrolled in eight sections with 122 (69.3%) of the students being assessed for student learning (see Table 1). Note that no sections of MATH 0021 were offered as 8-week online or at the LSU Laboratory School dual enrollment or the Ochsner Lafayette General Orthopedic Hospital sites so they have been removed from Table 1.

Students taking the final exam scored a 74% overall with a 72% on outcome 1.1.4 and a 75% on outcome 1.1.5. Dual enrollment sites < 50% of a program scored the highest with all other sites scoring in a similar fashion and each except LSUA face-to-face having difficulty in at least one of the objectives (see the final exam file below Attachment 4).

| Table 1. MATH 0021 SLO Results by Site AY 2020-2021 as a Percentage. | | | | | | |
|---|---|---|---|---|---|---|
| MATH 0021 SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Dual Enr < 50% | Modular |
| Overall | 74 | 71 | 73 | 70 | 80 | 70 |
| 1.1.4. Perform basic algebraic operations | 72 | 65 | 87 | 72 | 75 | 62 |
| 1.1.5. Perform operations with the rectangular coordinate system | 75 | 82 | 73 | 63 | 81 | 82 |
| Total number of students tested | 122 | 11 | 10 | 40 | 42 | 19 |
| Total number of sections in AY | 8 | 1 | 1 | 2 | 2 | 2 |

Because outcome 1.1.4 for LSUE face-to-face fell below 70% an item analysis was completed on the final exam (see file 4 below) with questions 20, 24, 26, 31, 32, 35-37, and 39 having a probability of success < 60% (see file 5 below).

For modular, the questions associated with outcome 1.1.4 that had < 60% probability of being answered correctly for fall 2020 were 18, 22, 28, 29, 30, 32, 35, and 38 (see file 6 below) while spring 2021 had questions 4, 20, 24, 25, 26, 29, 30, 31, 34, 35, 36, 38, 39, and 40 (see file 7 below). Interestingly enough, the two semesters of modular MATH 0021 only had questions 29, 30, 35, and 38 in common. However, given the item analysis detail, there were some questions that only had a 18% chance of being answered correctly and should have probably been removed from the analysis (but were not).

For the fall 2020 16-week online, questions 6, 7, 12, 14, and 16 had less than a 60% chance of being answered correctly related to outcome 1.1.5 (see file 8 below). In spring 2021, the 16-week online section had questions 10, 11, 12, and 14 that had a less than a 60% chance of being answered correctly (see file 9 below). Common problems were 12 and 14 only. The math coordinator noted that the online courses are typically the same, but we did switch textbooks from fall to spring.

Despite the issues with individual outcomes and questions, Table 3 indicates that students in AY 2020-2021 performed well longitudinally when compared to data going back to spring 2011. In fact, the 122 students performed better overall than any group in the analysis. In addition, the scores for the overall and each outcome all exceed the means for the time span indicated in Table 3.

| Table 3. Longitudinal SLO Data for MATH 0021 by Academic Year. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Description | Sp 11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 62 | 66 | 65 | 67 | 68 | 69 | 67 | 69 | 69 | 73 | 74 | 68.1 |
| 1.1.4. Perform basic algebraic operations | 62 | 66 | 64 | 67 | 68 | 69 | 67 | 69 | 69 | 74 | 72 | 67.9 |
| 1.1.5. Perform operations with the rectangular coordinate system | 60 | 67 | 69 | 64 | 67 | 69 | 68 | 70 | 70 | 69 | 75 | 68.0 |
| Total number of students tested | 306 | 533 | 534 | 492 | 474 | 349 | 449 | 181 | 181 | 151 | 122 | 342.9 |

**Indirect Assessment**
The indirect analysis using grades exams all 176 students registered on the census dates for fall 2020 and spring 2021 (see Table 4). The data indicates that that dual enrollment < 50% of a program did the best with LSUA performing after that, then 16-week online and LSUE face-to-face. Finally, the data for modular is showing that nearly three-fourths of the students did not complete the course.

| Table 4. AY 2020-2021 MATH 0021 Success Rates Based on Number Enrolled | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Overall | LSUE FF | LSUA FF | Online 16-Wk | Dual Enr < 50% | Modular |
| A, B, C, P | 94 | 20 | 10 | 16 | 37 | 11 |
| D, F, W, NC | 82 | 24 | 4 | 18 | 6 | 30 |
| Total | 176 | 44 | 14 | 34 | 43 | 41 |
| Percent Success | 53.4 | 45.5 | 71.4 | 47.1 | 86.0 | 26.8 |

**Summary**
Given that the

- the direct assessment observed score equal to 74% > the established benchmark of 70% and
- the indirect assessment observed score equal to 53.4% > the NCES benchmark of 50%

this objective is met.

Attached Files
  4 MATH 0021 FE Fall 2020.pdf
  5 MATH 0021 Test Item Analysis LSUE Face-to-Face Spring 2021.pdf
  2 Math Meeting Minutes 7-16-020.pdf
  1 Math Meeting Minutes 07-9-2020.pdf
  3 LSUE MATH 0021 Course Profile FA 20-1.pdf

9 Math 0021 Online 16-Week Sp 21 Item Analysis.pdf
8 MATH 0021 Online 16-week fa 20 Item Analysis.pdf
7 Modular MATH 0021 Sp 21 Item Analysis.pdf
6 Modular MATH 0021 Fa 20 Item Analysis.pdf

**Improvement Plan/ Changes Made:**
Math faculty met on July 6, 2021, and noted the following (which mimic the meeting minutes below):

There were issues with online final exams when we switched textbooks. The online final for the spring did not have all 42 questions. The most missed questions for online, face-to-face, and modular were all very different from one another. The faculty did look through the questions to determine if there were common issues across different formats.

Online/Modular:

- Number 10: add application of slope to final exam review where students must determine what x and y are since this type of question was not in the final exam review.
- Number 12: Change the wording of this question to something easier to understand (perpendicular line).
- Faculty had no other issues with the other questions.

Face-to-face:  Faculty looked over all the most missed questions. The only issues were noted below.

- Number 32: Take out the negative coefficient of the compound inequality.
- Faculty were informed of the most missed questions so they can focus on those types of questions when they teach the course to try to improve student success.

Modular has low success over all in students completing the course. Currently, modular MATH 0021 is offered three days a week. Faculty thought changing the course to four days a week might help modular students be there more each week to complete material in a timely manner. In the spring, if it can be worked into the schedule, then faculty may offer the course four days a week. Modular coordinator thinks that the students entering MATH 0021 do not realize that this course is much more difficult than MATH 0001. They fall behind and have too hard of a time trying to catch up.

Attached Files
  Math Meeting Minutes 7_6_2021.pdf

**RELATED ITEMS-------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        SCI 20-21 In working to maintain an effective developmental education program, students will be provided the necessary support for the successful completion of their developmental coursework.

Goal Number: 1
Progress: Completed
Provided By: Science & Mathematics
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**SCI 20-21 College-level mathematics sequence**
**Objective Number: 3.1 (formerly 4.1)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students completing a college-level mathematics course will receive a passing grade (C or better) in their subsequent college-level course in mathematics.

**Assessment/Evaluation/Measures/Strategies:**
Effective AY 20-21, the benchmark will be the <mark>weighted</mark> mean of the historical success rates.

- AY 2017-2018, the success rate was 71.1%, n = 575.
- AY 2018-2019, the success rate was not available.
- AY 2019-2020, the success rate was 68.03%, n = 463.

For AY 2020-2021, the benchmark will be <mark>69.73%</mark>.

Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the Office of Institutional Research using grade reports based on successful completion of MATH 1015 and MATH 1021 followed by attempting MATH 1425, Introductory Statistics, or MATH 1022, Trigonometry.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met; however, the Director of IE believed that the benchmark of 70% was not appropriate given that this objective relies on success rates versus student learning outcomes. As a result, the benchmark is a historical average of the success rate.

For AY 2020-2021, the percentage of students who passed on the first attempt the next class in the college-level mathematics sequence was 56.1% (225 out of 401 students). The most successful group was those students who passed MATH 1022 on their first attempt after completing MATH 1021 (n = 49 students) with a 61.2% success rate (see College-Level Mathematics Sequence Data file below).

The groups that were least successful were those who failed to pass MATH 1425 on their first attempt after taking MATH 1015 or MATH 1021. The success rate from MATH 1015 to MATH 1425 (n = 199 students) was only 53.8% on the first attempt. The success rate from MATH 1021 to MATH 1425 (n = 153 students) was 57.5% after the first attempt.

Given that the observed value of 56.1% < the established benchmark of 69.73%, this objective is not met.

Attached Files
  College Level Mathematics Sequence Data.pdf

**Improvement Plan/ Changes Made:**
AY 2020-2021 was a challenging time period due to the COVID-19 pandemic, two hurricanes, and a deep freeze. The numbers will need to be monitored over AY 2021-2022 to ensure improvement for the following academic year.

In addition, a new dean is expected to be hired sometime in fall 2021 the any improvement plan with rest with the faculty and the new dean.

**RELATED ITEMS**---------------------------------------------------------------
      **RELATED ITEM LEVEL 1**
      SCI 20-21 Sequential Courses
      Goal Number: 3 (formerly 4)
      Progress: Completed
      Provided By: Science & Mathematics
      Budget Information: none (existing)
      Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**SCI 20-21 BIOL 1001 to BIOL1160**
**Objective Number: 3.2 (formerly 4.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The students completing a general biology course will receive a grade of C or better in the human anatomy course.

**Assessment/Evaluation/Measures/Strategies:**
It was recommended last year by the Director of Institutional Effectiveness that Sciences begin using a weighted historical mean for the benchmark rather than using the 50%. Using the available data, the benchmark for AY 2021-2022 would be calculated as follows:

- AY 2014-2015--103 of 186 or 55.4% were successful
- AY 2015-2016--78 of 167 or 46.7%
- AY 2016-2017--93 of 189 or 49.2%
- AY 2017-2018--113 of 207 or 54.6%
- AY 2018-2019--data not available
- AY 2019-2020--272 of 627 or 43.4%
- Benchmark for AY 2020-2021 based on the five-year data is 659 of 1376 or 47.892%

Assessment will be done by the Dean of Sciences and Mathematics using student data provided by the Office of Information Technology.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. AY 2019-2020 was a challenging time period due to the cyber-attack in the Fall 2019 semester and moving all face-to-face classes online on March 13, 2020, due to the pandemic.  It is recommended that the data be monitored into AY 2020-2021.

For AY 2020-2021, a total of 233 students attempted to take BIOL 1160 after passing BIOL 1001 for the first time.  Of these students, 107 students passed BIOL 1160 on their first attempt (45.9%).

Given that the observed value of 45.9% < the five-year data benchmark of 47.892%, this objective was not met.

**Improvement Plan/ Changes Made:**
AY 2020-2021 was a difficult year for students and faculty due to the COVID-19 pandemic, two hurricanes, and a deep freeze.  It may be necessary to monitor this progress over another year before coming up with an improvement plan.

In addition, a new dean is expected to be hired sometime in spring 2022 the any improvement plan with rest with the faculty and the new dean.

**RELATED ITEMS---------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      SCI 20-21 Sequential Courses
      Goal Number: 3 (formerly 4)
      Progress: Completed
      Provided By: Science & Mathematics
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success


## *Associate of Science Louisiana Transfer (ASLT)*

**ASLT 20-21 Program Competency using Peregrine Academic**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

Because the Associate of Science Louisiana Transfer (ASLT) degree is a transfer degree largely focused on General Education (GE) skills, graduating ASLT students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the ASLT degree, students will be competent in the following areas:

1. Overall
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology
5. Chemistry
6. College Algebra
7. English/English Composition
8. General Psychology
9. Logic/Critical Thinking
10. Scientific Process

**Assessment/Evaluation/Measures/Strategies:**
Students will be assessed using the Peregrine Academic General Education Exam upon graduation in the following areas. The national averages are noted for each category. Note that the national averages change each year and are updated.

1. Overall = 51.7%
2. American Literature/World Literature = none
3. Art/Music Appreciation = none
4. Biology/Microbiology = none
5. Chemistry = none
6. College Algebra = none
7. English/English Composition = 58.9%
8. General Psychology = none
9. Logic/Critical Thinking = 52.8%
10. Scientific Process = 50.2%

All sites will be assessed as the exam is online and does not require proctoring. For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores.  Note that AY 2018-2019 was the first year that the Peregrine Academic General Education Exam was used.  As a result, the national benchmarks are tentative, especially given that they represent scores from Baccalaureate granting institutions within the U.S. It simply may not be appropriate to compare LSU Eunice to baccalaureate institutions.

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 11 students graduated from LSUE with an ASLT with six (54.5%) of them taking the general education assessment. All six of the students took 15 minutes or longer to take the assessment and took their coursework at the LSUE face-to-face site.

Given the fact that all students taking the assessment were from the LSUE face-to-face site, all other sites and methodologies were removed from Table 1. As Table 1 indicates, LSUE students performed slightly higher than the national averages for English, logic/critical thinking, and the scientific process. LSUE face-to-face students also scored higher on the overall as well.

| Table 1. AY 2020-2021 ASLT Peregrine General Education Assessment Results by Site (Percentage Correct). | | | |
|---|---|---|---|
| Topic | Overall | LSUE FF | Nat'l |
| Total | 53.7 | 53.7 | 51.7 |
| American Literature/World Literature | 63.3 | 63.3 | -- |
| Art/Music Appreciation | 61.7 | 61.7 | -- |
| Biology/Microbiology | 61.7 | 61.7 | -- |
| Chemistry | 48.3 | 48.3 | -- |
| College Algebra | 33.3 | 33.3 | -- |
| English/English Composition | 60.0 | 60.0 | 58.9 |
| General Psychology | 46.7 | 46.7 | |
| Logic/Critical Thinking | 53.3 | 53.3 | 52.8 |
| Scientific Process | 55.0 | 55.0 | 50.2 |
| Number of students tested | 6 | 6 | |

Longitudinally, Table 2 shows incremental increases in student learning based on the means for the time period shown. However, students in the current cycle did fall short of the mean for college algebra. In addition, the scores increased from AY 2019-2020 on all subjects except college algebra falling almost six percentage points and the scientific process falling 0.5 of a percentage point.

| Table 2. ASLT Peregrine General Education Assessment Percentage Correct. | | | | |
|---|---|---|---|---|
| Topic | Sp 19 | 19-20 | 20-21 | Mean |
| Total | 46.1 | 47.4 | 53.7 | 49.1 |
| American Literature/World Literature | 32.9 | 39.1 | 63.3 | 45.1 |
| Art/Music Appreciation | 41.4 | 43.6 | 61.7 | 48.9 |
| Biology/Microbiology | 54.3 | 53.6 | 61.7 | 56.5 |
| Chemistry | 45.7 | 47.3 | 48.3 | 47.1 |
| College Algebra | 34.3 | 39.1 | 33.3 | 35.6 |
| English/English Composition | 57.1 | 54.6 | 60.0 | 57.2 |
| General Psychology | 42.1 | 45.5 | 46.7 | 44.7 |
| Logic/Critical Thinking | 48.6 | 48.2 | 53.3 | 50.0 |
| Scientific Process | 54.3 | 55.5 | 55.0 | 54.9 |
| Number of students tested | 14 | 11 | 6 | 10.3 |
| Number of students graduating | 14 | 20 | 11 | 15 |

Given that the observed score of 53.7% > the national benchmark, this objective is met.

**Improvement Plan/ Changes Made:**
While the objective was met, there is no doubt that the results could be improved, especially given the two hurricanes in fall 2020, ongoing CV-19 challenges, and the extreme cold in February 2021 that affected campus operations. In addition, there are currently only three data points for each of the nine topics with only three of them being benchmarked against baccalaureate institutions. It is difficult, if not impossible, to determine what type of variability may exist in the scores longitudinally until there are more data points collected over several years.

As a result, the Director of IE and the Interim Dean for Sciences and Mathematics recommend monitoring the data into AY 2021-2022 which hopefully will be more "normal" than AY 2020-2021.

**RELATED ITEMS**-------------------------------------------------------------
**RELATED ITEM LEVEL 1**
ASLT 20-21 Maintain an Effective Associate of Science Louisiana Transfer Program
Goal Number: 1
Progress: Completed
Provided By: AS/LT
Budget Information: none (existing)
Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ASLT 20-21 Retention**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain Fall-to-Fall retention of new first-time students declaring their chosen as major as the Associate of Science Louisiana Transfer (ASLT).

**Assessment/Evaluation/Measures/Strategies:**
Data will be generated from LSUE's Office of Institutional Research 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 from AY 1314-1415 to AY 1819-1920) with 164 new first-time students entering ASLT and 74 being retained for a retention rate of 45.12% (see Table 1).

| Table 1. Associate of Science Louisiana Transfer Student Retention for Years Indicated | | | |
|---|---|---|---|
| Initial Year | Initial Enrollment | Retained One Year | Percent Retention |
| 1314-1415 | 6 | 3 | 50.00 |
| 1415-1516 | 10 | 5 | 50.00 |
| 1516-1617 | 20 | 9 | 45.00 |
| 1617-1718 | 38 | 16 | 42.11 |
| 1718-1819 | 28 | 11 | 44.59 |
| 1819-1920 | 62 | 30 | 48.39 |
| Totals | 164 | 74 | 45.12 |

As a result, the retention benchmark is set at 45.12% given the historical data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19).  According to Institutional Research, 30 new first-time students were admitted into the ASLT program for fall 2019 according to the 14th day census data.  Nineteen (19 or 63.33%) students were retained to the fall 2020 census data (see PDF file below).

Given that the observed retention of 63.33% > the 45.12% historical retention, this objective is met.

Attached Files
  2-25-21 ASLT Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
The Director of IE recommends that this be monitored since the objective was met this year subject to the note below.

Director of IE's note:  By way of improvement, Institutional Research has been asked to provide a report that will detail the different majors that should be included in this objective in mid May 2020. The Academic Standing Report that tracks retention for all students was restored at the beginning of March 2021.  As a result, the Director of IE can track the various majors within ASLT to obtain a better assessment of (total) retention.

**RELATED ITEMS----------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      ASLT 20-21 Maintain an Effective Associate of Science Louisiana Transfer Program
      Goal Number: 1

Progress: Completed
Provided By: AS/LT
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**ASLT 20-21 Placement**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Upon graduation, Associate of Science Louisiana Transfer majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year. Students are called three times. If the call goes to voice mail, then a message is left with the reason for the call. If there is no answer three times, then an email will be sent. As a last resort, faculty and deans are asked if they know the fate of the student upon graduation. Some faculty and staff will check students' Facebook accounts to find information if it is posted. Note that the Office of Student Affairs also texted students who could not be contacted.

**Director of IE's note:** The Chancellor's Cabinet approved a methodological change in the calculation from all students in the denominator to all students who could be contacted (subtracting out students not contacted). Given this change, the table format and calculations were updated.

As a result of the changes, the benchmark is currently set at 84.3% from AY 2012-2013 through spring 2019.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. It was decided to monitor given that most of the students could not be contacted.

For AY 2020-2021, 20 students graduated from the Associate of Science Louisiana Transfer program in AY 2019-2020 (summer 2019, fall 2019, and spring 2020). Phone calls were placed approximately six months after graduation with the results noted in Table 1.

| Table 1. Associate of Science LA Transfer Placement Rates | | | | | | |
|---|---|---|---|---|---|---|
| Semester | Grads | Employed not in Field | Employed in Field | Unemployed | Continuing Education | Unable to Contact |
| FA 12 - SP 13 | 11 | 4 | 0 | 0 | 4 | 2 |
| FA 13 - SP 14 | 5 | 0 | 0 | 0 | 5 | 0 |
| FA 14 - SP 15 | 8 | 0 | 0 | 0 | 8 | 0 |
| FA 15 - SP 16 | 15 | 1 | 0 | 0 | 12 | 2 |
| FA 16 - SP 17 | 18 | 1 | 0 | 0 | 4 | 12 |
| SP 18 - SU 18 | 12 | 0 | 1 | 0 | 7 | 4 |
| FA 18 - SP 19 | 17 | 0 | 0 | 0 | 2 | 15 |
| SU 19 - SP 20 | 20 | 8 | 2 | 1 | 4 | 5 |
| Total | 86 | 6 | 1 | 0 | 42 | 35 |
| Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) = | | | | | | 84.3 |

The results indicated that two were employed in the field while four were continuing their education and five could not be contacted. As a result, the total (2+4)/ (20-5) = 40.0% removing the five students not contacted. Given that the observed value of 40.0% < the historical benchmark of 84.3%, this objective is not met.

**Improvement Plan/ Changes Made:**
One possible method to improve response rates among AS/LT graduates is to make them aware they will be contacted for a post-graduate survey as part of the degree audit process. It should also be stressed that students attend recruiting days to make contacts with universities

visiting our campus.  In addition, establishing closer ties to relevant departments at other universities should improve awareness of educational opportunities for future degree candidates.

Interim Dean's Note:  As interim dean, I may not be the one following up on this improvement plan.  It would instead be the person who was hired to fill the permanent position.

Director of IE's note:  There will need to be a follow up with the dean on this next year to determine a possible course of action.  The Office of Institutional Effectiveness intends on contacting other associate degree granting institutions in the state to determine how they track employment of their graduates. In addition, the use of a Microsoft Forms Survey asking the same questions instead of calling students six months after graduation was discussed.

July 15, 2021 Update:

In an effort to obtain better employment and continuing education data, the Office of Institutional Effectiveness and Accreditation has asked Cabinet to approve the use of a new survey form for students to turn in on the day of graduation. The plan as of this writing is to email it to graduating students two weeks prior to graduation so they may complete it and bring it with them. If they do not, then one will be provided for them to fill in as they check in for graduation (see cabinet meeting minutes highlighted page 1 and a draft of the form on page 3 of the PDF attachment below). This will be effective graduation for fall 2021.

Attached Files
  cabinet minutes 7-6-21 with post graduate form.pdf

**RELATED ITEMS-----------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        ASLT 20-21 Maintain an Effective Associate of Science Louisiana Transfer Program
        Goal Number: 1
        Progress: Completed
        Provided By: AS/LT
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Chemical Technician (CTS)*

**CCHT 20-21 (CTS) Professional Competency**
**Objective Number: 8.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
The student awarded the CTS, Chemical Technology, the student will:

1. perform proficiently on laboratory procedures.
2. think critically and communicate effectively.
3. be prepared for entry-level employment in chemical laboratories as laboratory technicians.

The student learning outcomes for the program are:  Upon the conclusion of the program students will:

1. conduct basic manual laboratory procedures accurately, using prescribed laboratory procedures (linked to objectives 1 and 3).
2. communicate the results of laboratory procedures clearly, concisely, and correctly in the written, spoken, and visual form (linked to objective 2 and 3).
3. perform all assigned work in compliance with occupational health, safety, and environmental law, legislation, and regulations; established policies and procedures; and in accordance with ethical principles (linked to objectives 1 and 3).
4. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals (link to objectives 2 and 3).

**Assessment/Evaluation/Measures/Strategies:**
The preliminary benchmark established for the learning outcomes is 70% which is the lowest acceptable "average grade" according to the LSU Eunice Catalog.  The 70% is also the minimum "average grade" that may transfer to a four-year institution should the student wish to transfer applicable courses.  This benchmark may be adjusted as needed based on student data.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, there was no data reported for this objective because no students had completed the program.

For AY 2020-2021, only one student completed the program. Because there was only one student, statistical data was not collected.

As a result, this objective is again delayed.

**Improvement Plan/ Changes Made:**
Sciences and Mathematics representatives will continue to attend career fairs to increase awareness and enrollment in chemical technician program. Marketing the program through the LSUE Office of Public Affairs is also a plan to increase awareness and enrollment in the program.

**RELATED ITEMS------------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 CCHT 20-21 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
 Goal Number: 8
 Progress: Delayed
 Provided By: Chemical Technician (CTS)
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
  New Number Identifier Field: 3. Partnerships

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
  New Number Identifier Field: 4. Improvement

**CCHT 20-21 (CTS) Placement**

**Objective Number: 8.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
Upon graduation, Chemical Technician, Certificate in Technical Studies majors will either be employed in the field or will continue their education.

**Assessment/Evaluation/Measures/Strategies:**
Graduating students for a given semester are contacted via telephone and/or email by the Office of Institutional Effectiveness approximately six months after their graduation date. Given the time lag between graduation and the calls being placed, data is reported one year behind the current planning year.  Students are called three times.  If the call goes to voice mail, then a message will be left with the reason for the call.  If there is no answer three times, then an email will be sent.  As a last resort, faculty and deans are asked if they know the fate of the student upon graduation.  Some faculty and staff will check students' Facebook accounts to find information if it is posted.

There is no benchmark as no students have completed this program from AY 2012-2013 through AY 2016-2017.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, there was no students completing this program in AY 2018-2019. As a result, there was no data to report.

For AY 2020-2021, there were no students completing the program in AY 2019-2020. As a result, there was no data to report. See attached file below showing that Chemical Technician (coded as CCHT) is not listed.

As a result, this objective is delayed.

Attached Files
  Updated Graduation List AY 19-20.pdf

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        CCHT 20-21 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program
        Goal Number: 8
        Progress: Delayed
        Provided By: Chemical Technician (CTS)
        Budget Information: none (existing)

Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Workforce Innovation & Continuing Education

**CE 20-21 Non-Credit Program Offerings Based on Community Need**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  This objective is being updated by a new director.  During AY 2020-2021, the objective is to execute classes already booked and determine new classes based on community need.

Old Objective:  During schedule planning times in each academic year, Continuing Education staff will meet with third-party University constituents and clients to identify needs and opportunities for extending University classes and credit-programs at off-campus locations.

Director of IE's note:  The Office of Continuing Education no longer has responsibility for academic courses.

**Assessment/Evaluation/Measures/Strategies:**
New:  For this objective, data will be entered for the number and types of classes and programs.

Old Objective: Print-out of class schedule each semester after 14th class day showing course offerings and enrollment in sections offered to third-party constituents.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met for the programs not cancelled due to CV-19,

For AY 2020-2021, the courses that were offered consisted of ACT Math prep course, ACT ELA prep course, Notary Public, ServSafe, BLS, a professional development centered book club was created and the first book that was covered was "The Five Dysfunctions of a Team," advance swim, and water aerobics (see samples of flyers below).

The classes were executed thus the objective was met.

Attached Files
  ELA ACT PREP FLYER.pdf
  Book Club Flyer (2).pdf
  water ae flyer.pdf
  MATH ACT PREP FLYER.pdf

**Improvement Plan/ Changes Made:**
The department of Workforce Innovation and Continuing Education plans to offer a variety of courses ranging from leisure learning for all ages to advanced personal enrichment classes and personal and professional development classes.

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      CE 20-21 The Office of Continuing Education will offer non-credit programs and classes based on community needs.
      Goal Number: 1
      Progress: Completed
      Provided By: Workforce Innovation & Continuing Education
      Budget Information: None (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement


**CE 20-21 Courses or programs will meet clients' needs/interests.**
**Objective Number: 2.1 (formerly 2.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**


**Objective With Intended Outcomes:**
Respondents to post-event surveys will strongly agree or agree to the statement that the course or program met their needs/interests. This is question one on the survey given out at the end of the class.

**Assessment/Evaluation/Measures/Strategies:**
Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2020-2021, participates at non-credit events were asked to complete a one-page survey at the conclusion of the event. Question 1 stated "This course or program met my needs and interests". Participants were able to respond:

Strongly Agree (SA)
Agree (A)
No Opinion or Not Applicable (NO)
Disagree (D)
Strongly Disagree (SD)

**Assessment/Evaluation Results (Progress Report):**
For AY 2020-2021, this objective was met.

For AY 2020-2021, the department of Continuing Education was rebranded to represent a dual functioning department that continued to serve the needs of the community while also adding services that focus on providing career training opportunity for industry-based certifications. A new director for the department of Workforce Innovation and Continuing Education was hired in October 2020. Operations of classes offered by the department on campus were not in operation as Covid-19 restrictions did not permit such gatherings. Online courses for industry-based certifications offered 100% online were the only operations that were being offered. The first in-person operation offered was BLS certification for

Health Care Professionals on January 14, 2021. In addition to the classes we are offering, plans for what we will offer in the future are listed below.

In all, 9 events were held from July 1, 2020 through June 30, 2021 with 91 participants.  Of those 91, 84 returned their surveys (92.3%) (see blue highlighting in the attached Continuing Education Data file below). Question one surveyed whether the course met the needs of the participants. A total of 83 (98.81%) out the 84 surveys received either strongly agreed or agreed that the course met their needs (see yellow highlighting in the Continuing Education Data file attached).

Samples of completed surveys are contained as PDFs below.

Given that the observed score of 84% > the established benchmark of 90%, this objective is met.

Attached Files
  Outcomes Assessment July 1 2020 to June 30 2021 (1).pdf
  BLS Certification June22021.pdf
  ServSafe Evaluations July 18 2020.pdf
  ServSafe April102021.pdf

**Improvement Plan/ Changes Made:**
The objective for AY 20-21 was met, however; the department is always looking for new ideas on classes that can be offered and will continue to explore all options to find what fits the needs and wants of our community.

**RELATED ITEMS---------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    CE 20-21 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
    Goal Number: 2
    Progress: Completed
    Provided By: Workforce Innovation & Continuing Education
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**CE 20-21 Clients will recommend Continuing Education courses or programs to others.**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Respondents to post-event surveys will strongly agree or agree to the statement that they would recommend the same course or program to others.

**Assessment/Evaluation/Measures/Strategies:**
Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2020-2021, participants at non-credit events were asked to complete a one-page survey at the conclusion of the event. Question 2 stated "I would recommend this course or program to others". Participants were able to respond:

Strongly Agree (SA)
Agree (A)
No Opinion or Not Applicable (NO)
Disagree (D)
Strongly Disagree (SD)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective was met. In all, 9 events were held from July 1, 2020 through June 30, 2021 with 91 participants.  Of those 91, 84 returned their surveys (92.3%) (see blue highlighting in the attached Continuing Education Data file below). Question 2 resulted in 83 (98.81%) of 84 respondents either "strongly agree" or "agree" that they would recommend the course to another person (see orange highlighting in attached file below).

Given that the observed value of 98.81% > the established benchmark of 90%, this objective is met.

Attached Files
Outcomes Assessment July 1 2020 to June 30 2021 (1).pdf
BLS Certification evaluations June72021.pdf
ServSafe Evaluations July 18 2020.pdf
English EOC ACT Prep June212021.pdf

**Improvement Plan/ Changes Made:**
The AY 2020-2021 objective was met, and the department will continue to offer the courses to the community. The department will also incorporate ideas from expanding partnerships into the available course enrollment opportunities to widen the scope of individuals who can benefit from continuing education courses offered through the department.

**RELATED ITEMS-------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
CE 20-21 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
Goal Number: 2
Progress: Completed
Provided By: Workforce Innovation & Continuing Education
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**CE 20-21 Clients will consider participation in Continuing Education classes and community service programs/events a worthwhile investment of time and/or money.**
**Objective Number: 2.3 (formerly 2.4)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Respondents to post-event surveys will strongly agree or agree to the statement that participating in the course or event was a worthwhile investment of time and/or money.

**Assessment/Evaluation/Measures/Strategies:**
Ninety percent of respondents will indicate strongly agree or agree to this statement on the post-event evaluation below. Our benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2020-2021, participates at non-credit events were asked to complete a one-page survey at the conclusion of the event. Question 3 stated "Taking this course was a worthwhile investment of time and money". Participants were able to respond:

Strongly Agree (SA)
Agree (A)
No Opinion or Not Applicable (NO)
Disagree (D)
Strongly Disagree (SD)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, In all, 9 events were held from July 1, 2020 through June 30, 2021 with 91 participants.  Of those 91, 84 returned their surveys (92.3%) (see blue highlighting in the attached Continuing Education Data file below).  The survey resulted in 79 (94.05%) of the 84 responding students either strongly agreed or agreed that the course is worthwhile investment of time and money (see green highlighting below).

Given that the observed value of 94.05% > the established benchmark of 90%, this objective was met.

Attached Files
  Outcomes Assessment July 1 2020 to June 30 2021 (1).pdf
  BLS Certification July142021.pdf
  BLS Certification evaluations July212020.pdf
  ServSafe April102021.pdf

**Improvement Plan/ Changes Made:**
The AY 20-21 objective was met. The department will continue its efforts to offer valuable courses that improve and enrich the personal and professional lives of the individuals in our community.

**RELATED ITEMS---------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        CE 20-21 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.
        Goal Number: 2
        Progress: Completed
        Provided By: Workforce Innovation & Continuing Education
        Budget Information: None (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
                New Number Identifier Field: 3. Partnerships

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
                New Number Identifier Field: 4.  Improvement

**CE 20-21 Increase enrollment for Industry-based credentials.**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The department of Workforce Innovation and Continuing Education seeks to increase enrollment for Industry-based credentials.

**Assessment/Evaluation/Measures/Strategies:**
Workforce Innovation and Continuing Education will partner with several other organizations in the community.

Benchmark: 10% above the AY 2019-2020 number which was 6.  As a result, the current benchmark for AY 2020-2021 is 6.6.  Earning 7 or more industry-based credentials indicates meeting this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

In AY 2019-2020, there were 6 industry-based credentials and in AY 2020-2021, there were 49 (see attached PDF files below).

Given that the observed number of Industry-based credentials for AY 2020-2021 equals 49 > the established benchmark = 7, this objective is met.

Attached Files
  ENROLLMENT PDF.pdf

**Improvement Plan/ Changes Made:**
The department will pursue additional partnerships with workforce development, community, and/or nonprofit organizations.

Note: Discuss with IE director an appropriate benchmark that is modified from the 10% because a 10% increase each year may not be possible.  The benchmark may end up being based on an historical average.


## Achieving the Dream

**ATD 20-21 Complete Year One Tasks with Achieving the Dream**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The Chancellor's Cabinet will complete year one Achieving the Dream tasks per their schedule.

**Assessment/Evaluation/Measures/Strategies:**
The strategies include the following:

- applying for grant
- being awarded
- signing any contracts or scope of work for Achieving the Dream
- signing the scope of work for the Postsecondary Data Partnership
- completing the ATD Kickoff Template (on 2-24-21)
- completing the PDP data matrix.
- determine the top 10 courses new first-time students register for and begin to collect data on the proportion of success based on gender, ethnicity, and socioeconomic standing using whether the student received and Pell Grant or not.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the following items were completed:

- applying for grant (see file 1 below)
- being awarded (see file 2)
- signing any contracts or scope of work for Achieving the Dream (see file 3)
- signing the scope of work for the Postsecondary Data Partnership (see file 4)
- completing the ATD Kickoff Template (on 2-24-21) (see file 5)
- completing the PDP data matrix (data matrix almost completed as of this writing on October 12, 2021)
- determine the top 10 courses new first-time students register for and begin to collect data on the proportion of success based on gender, ethnicity, and socioeconomic standing using whether the student received and Pell Grant or not (see files 6 and 7)

Given that the tasks were either completed or underway prior to the end of the academic year, this objective is met.

Attached Files
5 2-24-21 Completed LSUE 2021 ATD Kickoff Template.pdf
4 2-9-21 PDP Scope of Work Signed by Chancellor.pdf
3 LSU Eunice ATD Scope of Work.pdf
2 ATD Acceptance Email 1-5-21.pdf
1 Fall 2020 PROPOSAL FINAL LSU Eunice-ATD Rural Cohort RFP Application.pdf
6 4-27-21 cabinet minutes top 10 courses.pdf
7 ATD Demographics Top Enrolled Courses AY 20-21.pdf

**Improvement Plan/ Changes Made:**
As year two begins, some of the tasks will include:

- Integrate disaggregation data into the most taken general education courses
- Announce ATD at Convocation

- Hold sense-making session at Convocation
- Facilitate the completion of the Institutional Capacity Assessment Tool (ICAT) Survey
- Facilitate the Capacity Cafes for the ICAT
- Develop an action plan based on the ICAT results

**RELATED ITEMS-----------------------------------------------------------**

**RELATED ITEM LEVEL 1**
ATD 20-21 Apply for and Receive an Achieving the Dream Grant
Goal Number: 1
Progress: Completed
Provided By: Achieving the Dream
Budget Information: Efforts grant funded by Achieving the Dream $244,000
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Athletics

**ATHL 20-21 Grade Point Average**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

LSUE athletic teams (women's basketball, men's basketball, women's softball, men's baseball, women's soccer, men's soccer) will attain the GPA established by the Athletic Director.

**Assessment/Evaluation/Measures/Strategies:**
NJCAA requires a minimum of a 2.0 GPA for athletic eligibility.  LSU Eunice athletes typically perform at a higher level based on historical data with a 2.50 GPA benchmark being set by the Athletic Director.  Student data will be generated through Institutional Research and Registrar's Office.

For AY 2019-2020, the team GPAs were:

- Women's Softball - 3.04
- Men's Baseball - 3.21
- Women's Basketball - 2.59
- Men's Basketball - 2.37
- Women's Soccer - 2.57
- Men's Soccer - 2.39

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the team GPAs were:

- Women's Softball - 3.28 (see data files below)
- Men's Baseball - 3.26
- Women's Basketball - 2.67
- Men's Basketball - 2.26
- Women's Soccer - 3.18
- Men's Soccer - 2.86

The Women's Softball Team, Men's Baseball Team, and Women's Soccer Team achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award.

The overall GPA of the Athletic Department was 2.98.

Since the overall observed value of 2.98 > the benchmark of 2.50, Objective 1.1 was met with the Men's Basketball Team performing below the benchmark.

Attached Files

Baseball Team GPA.pdf
Men's Basketball Team GPA.pdf
Men's Soccer Team GPA.pdf
Softball Team GPA.pdf
Women's Basketball Team GPA.pdf
Women's Soccer Team GPA.pdf

**Improvement Plan/ Changes Made:**
A focus on tutoring and study hall will continue.

**RELATED ITEMS----------------------------------------------------------**
### RELATED ITEM LEVEL 1
ATHL 20-21 To support academic achievement of student athletes using grade point average
Goal Number: 1
Progress: Completed
Provided By: Athletics
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

#### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**ATHL 20-21 Maintain a winning percentage**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
LSUE athletic teams will achieve a winning percentage as established by the Athletic Director.

**Assessment/Evaluation/Measures/Strategies:**
Based on history, resources allocated toward athletics, and the time demands of a student athlete, winning 60% of contests is realistic and feasible.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021:

- Softball Program finished with a 34-22 record and a 60.7% winning percentage.
- Baseball Program finished with a 51-7 record and a 87.9% winning percentage
- Women's Basketball finished with a 18-4 record and a 81.8% winning percentage.
- Men's Basketball finished with a 12-1 record and a 92.3% winning percentage.
- Women's Soccer finished with a 5-5-2 record and a 50% winning percentage.
- Men's Soccer finished with a 10-5-1 record and a 65.6% winning percentage.

The overall record of the Athletic Department was 130-44-3 for a 74.3% winning percentage. The Men's Baseball Program achieved their 7th National Championship in school history and the Men's Soccer Program qualified for their first National Tournament in school history.

Since the observed winning percentage of 74.3% > the benchmark of 60%, this objective was met.

**Improvement Plan/ Changes Made:**
Continue to monitor winning percentage.

**RELATED ITEMS**------------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    ATHL 20-21 To be successful on the field of play.
    Goal Number: 2
    Progress: Completed
    Provided By: Athletics
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Business Affairs

## Bookstore

**BOOK 20-21 Bookstore-Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will rate their satisfaction with the bookstore as agreeable or higher on the Faculty Survey.

**Assessment/Evaluation/Measures/Strategies:**
The benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2021 semester. Question number 30 will be used to determine faculty satisfaction.

#30.  The campus bookstore adequately meets the needs of my students.

The choices on the faculty survey are

1.  = strongly disagree
2.  = disagree
3.  = neutral
4.  = agree
5.  = strongly agree
6.  n/a = not applicable

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the faculty spring 2021 survey was distributed electronically in April. The response was from 23 (38.98%) of the 59 eligible faculty. The response to question 30 yielded a mean of 4.4 overall (see Bookstore... file below).

Given that the observed score of 4.4 > the established benchmark of 4.0, this objective is met.

Attached Files
 Bookstore Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Even though this objective was met, staff believe they can improve by:

- During AY 2020-2021, LSU Eunice began using an electronic book distributor called Red Shelf to lower book cost for students (see attached 4-30-2020 email below).

Attached Files
 4-30-2020 Email on Red Shelf.pdf

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      BOOK 20-21 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
      Goal Number: 1
      Progress: Completed
      Provided By: Bookstore
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**BOOK 20-21 Bookstore-Student Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Students will be satisfied with the bookstore.

Old Objective:  Students will rate their satisfaction with the bookstore on The Noel-Levitz Student Satisfaction Inventory.  The bookstore will rank as one of the top ten items of satisfaction by students.

Rationale:  The change was initiated by the Director of IE. First, details on how the objective is to be assessed are not included in the objective itself. Second, it is of little consequence that the bookstore may or may not rate as one of the top ten items.  LSU Eunice desires for students to be satisfied.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

A local question - #44 The bookstore is adequately stocked with books and supplies to meet my needs - is used to determine satisfaction. The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Benchmark is somewhat satisfied (5.0) or higher.

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the bookstore in the following manner:

- Overall mean = 6.18, n = 361
- LSUE face-to-face site mean = 6.05, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.44, n = 31
- 8-week and 16-week online mean = 6.34, n = 92
- Ochsner Lafayette General Hospital mean = 6.11, n = 9

As noted in the data, students scored the bookstore question slightly better than "satisfied" at all face-to-face sites and online.

Given that the overall observed score of 6.18 > 5.00, this objective is met.

Attached Files
Bookstore NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Even though this objective was met in its first year, staff believe they can improve by:

- During AY 2020-2021, LSU Eunice began using an electronic book distributor called Red Shelf to lower book cost for students (see attached 4-30-2020 email below).
- Improving communication to students regarding new Bengal Access program (Red Shelf) to enhance students understanding of the program and the savings available to them
- Bookstore manager plans to meet with SGA regarding conducting a student survey to determine what additional items they would like to have available in the bookstore

Attached Files
 4-30-2020 Email on Red Shelf.pdf

**RELATED ITEMS--------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
BOOK 20-21 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books and supplies, and other merchandise.
Goal Number: 1
Progress: Completed
Provided By: Bookstore
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Cafeteria

**CAFE 20-21 Food Service-Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Faculty will rate their satisfaction with food service as agreeable or higher.

Old Objective:  Faculty will rate their satisfaction with food service as agreeable or higher on the Faculty Survey.

Rationale for Change:  The methodology (Faculty Survey) does not belong in the actual objective as it is part of the strategy.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2020 semester. Survey question number 33:  "Food service at LSUE is satisfactory" will be used to determine satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. n/a = not applicable (no point value)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. A new Chef was hired and was testing some new menu items. In addition, it was noted during the February 23, 2021, Administrative Council Meeting focusing on Institutional Effectiveness that the Starbucks Counter expanded their "grab and go" service during fall 2020 to try to better meet the need of faculty, staff, and students.

For AY 2020-2021, the faculty spring 2021 survey was electronically distributed in the month of April. In all, 23 (38.98%) of the 59 eligible faculty responded to the survey rating question 33 as a 3.6 overall with 13 responding n/a (see attached Food service...file below). This is a slight increase from the mean of 3.5 from last year.

Given that the observed score of 3.6 < the benchmark of 4.0, this objective is not met.

Attached Files
  Food Service Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Director of IE's note:  Given the slight increase and the extraneous variables including the Governor's mandate that food be prepared when ordered due to CV 19, I recommend that this be monitored again into next year. During most of fall 2020, the majority of the food was not prepared ahead of time leading to a wait time of about 10 minutes or more for faculty, staff, and students as food was made to order. This became less of a problem through spring 2021 as some of the CV 19 restrictions were removed.

In addition, LSU Eunice's food service is contracted out to Chartwell's we have limited abilities to implement improvement plans; however, we will continue to work closely with Chartwell's management and offer suggestions to help increase faculty satisfaction

The current food service contract is coming to an end with Chartwell's in the upcoming year on May 30, 2022 and LSU plans to solicit bids from various vendors which may lead to a new food service vendor for the campus which could impact overall satisfaction (see pdf file below).

Attached Files
  Dining SFO.pdf

**RELATED ITEMS------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
        CAFE 20-21 To provide a high-quality dining experience for students, faculty, and staff.
        Goal Number: 1
        Progress: Completed
        Provided By: Cafeteria
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**CAFE 20-21 Food Service-Staff Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Staff will rate their satisfaction with the cafeteria as agreeable or higher.

Old Objective:  Staff will rate their satisfaction with the cafeteria as agreeable or higher on the Staff Survey.

Rationale for Change:  The Staff Survey at the end of the sentence was removed as this is part of the methodology and not the objective itself.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring 2021 semester. Question 26 "Food service at LSUE is satisfactory" will be used to determine staff satisfaction.

The choices on the staff survey are

1.  = strongly disagree
2.  = disagree
3.  = neutral
4.  = agree
5.  = strongly agree
6.  = n/a (does not have a value on the Likert Scale)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. A new chef was hired and was testing some new menu items. In addition, it was noted during the February 23, 2021, Administrative Council Meeting focusing on Institutional Effectiveness that the Starbucks Counter expanded their "grab and go" service during fall 2020 to try to better meet the need of faculty, staff, and students.

For AY 2020-2021, the staff survey was distributed electronically in April. In all, 47 (47%) of the 100 staff members responded to the survey (see attached Food Service...file below). Question 26 had a mean of 4.0 with 16 staff members noting that they do not eat in the cafeteria by choosing N/A.

Given that the observed score of 4.0 = the benchmark of 4.0, this objective is met.

Attached Files
  Food Service Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Monitor into next year as this is a methodological change from the past.  Staff are specifically asked to choose N/A if they do not eat in the cafeteria.

LSU Eunice's current food service contract is coming to an end with Chartwell's in the upcoming year on May 30, 2022, and LSU plans to solicit bids from various vendors which may lead to a new food service vendor for the campus which could impact overall satisfaction (see pdf file below).

Attached Files
  Dining SFO.pdf

**RELATED ITEMS------------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 CAFE 20-21 To provide a high-quality dining experience for students, faculty, and staff.
 Goal Number: 1
 Progress: Completed
 Provided By: Cafeteria
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

## CAFE 20-21 Food Service-Student Satisfaction
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Students will be satisfied with the cafeteria.

Old objective:  Students will rate their satisfaction with the cafeteria on the Noel Levitz Student Satisfaction Survey.

Rationale:  The new objective better articulates the actual objective and does not state methodology (rating and the RNL).

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is somewhat satisfied (5.0) or higher.  The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

The Noel Levitz Standard Satisfaction Survey will be administered during the Spring 2020. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Student satisfaction will be determined using question 47: The cafeteria food service is adequate to meet my needs. The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Attached Files
 9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met. It was noted during the February 23, 2021 Administrative Council Meeting focusing on Institutional Effectiveness that the Starbucks Counter expanded their "grab and go" service during fall 2020 to try to better meet the need of faculty, staff, and students.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the cafeteria in the following manner (see PDF file below):

- Overall mean = 6.06, n = 361
- LSUE face-to-face site mean = 5.97, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.77, n = 31
- 8-week and 16-week online mean = 6.06, n = 92
- Ochsner Lafayette General Hospital mean = 6.43, n = 9

As noted in the data, most students scored the cafeteria question slightly better than "satisfied" at face-to-face sites and online except LSUE face-to-face scoring it just below "satisfied" at 5.97. There is no doubt that students are scoring their own cafeterias, especially dual enrollment sites and the hospital site. Given that, it is good to know that students are mostly satisfied with the quality of the food at the different sites.

Given that the overall observed score of 6.06 > 5.00, this objective is met.

Attached Files
  Cafeteria NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Since LSU Eunice's food service is contracted out to Chartwell's we have limited abilities to implement improvements; however, we will continue to work closely with Chartwell's management and offer suggestions.  Students seem to appreciate the new offerings which includes choices of either the daily entree, the grill which includes quick choices such as hamburgers, hot dogs, etc. or the sandwich and salad bar.

LSU Eunice's current food service contract is coming to an end with Chartwell's in the upcoming year on May 30, 2022, and LSU plans to solicit bids from various vendors which may lead to a new food service vendor for the campus which could impact overall satisfaction (see PDF file below).

Attached Files
  Dining SFO (1).pdf

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      CAFE 20-21 To provide a high-quality dining experience for students, faculty, and staff.
      Goal Number: 1
      Progress: Completed
      Provided By: Cafeteria
      Budget Information: none (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
            New Number Identifier Field: 3. Partnerships

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
            New Number Identifier Field: 4.  Improvement

## Finance

**FINA 20-21 Budget Preparation**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The FY 2020-2021 budget will be prepared by the LSU System deadline date with input from campus constituencies.

**Assessment/Evaluation/Measures/Strategies:**
A memorandum from the LSU System Office will provide budget instructions and deadline date (see pdf file below).

Attached Files
  LOBA_FY22.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, budget request memos were sent to campus department heads, deans, and Vice Chancellors in May in order to start preparing to complete the budget for the upcoming fiscal year (see "Requested Budget Memo..." file below).  The budget was completed, verified, and submitted to the system office by the set deadline date (see FY21-22 BOR1 pdf file below).

Given that the budget was submitted on time, this objective is met.

Attached Files
  Requested Budget Memo - FY21-22.pdf
  FY21-22 BOR1.pdf

**Improvement Plan/ Changes Made:**
Continue working with departments and monitoring budget and expenditures throughout the year in order to better plan and prepare for any budget changes that may be necessary in upcoming fiscal year.

**RELATED ITEMS-------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**

FINA 20-21 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.
Goal Number: 1
Progress: Completed
Provided By: Finance
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**FINA 20-21 Budget Review-Faculty**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.

**Assessment/Evaluation/Measures/Strategies:**
Based on last year's results, benchmark is agreeable (3.3) or higher. The Faculty Survey will be administered during the Spring 2021 semester. Question number 40 in the Faculty Survey will be used to determine satisfaction:

#Q40:  am satisfied with faculty involvement in the campus-wide budget review process.

The choices on the faculty survey are

- 1 = strongly disagree

- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- n/a = not applicable

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was not met. It was decided to monitor this objective into AY 2020-2021 given that AY 2019-2020 was a rather interesting year, especially given CV-19 and working remotely.

For AY 2020-2021, 23 (38.98%) faculty members out of 59 eligible faculty responded to the Spring 2021 faculty survey. Question 40 on faculty involvement in the campus-wide budget review process had an overall mean of 2.9. The results for the last three indicate that this particular question has decreased substantially over the last three spring semesters:

- Spring 2018 = 3.8
- Spring 2019 = 3.0
- Spring 2020 = 3.3
- Spring 2021 (current) = 2.9

Given that the observed score of 2.9 < the established benchmark 3.3 from last year (or 4.0 for agree), this objective is not met.

Attached Files
  Budget Review Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**

Department heads and deans are sent the budget request memo and instructed to get with their faculty to determine the needs and to submit their budget request.  One of the possible reasons faculty may not be satisfied with their involvement in the budget review process could be that because of budget constraints we have had a stand still budget for the last several years.  With the budget being at a standstill it is possible department heads may not be discussing needs with individual faculty as they should be causing faculty to feel that they are not part of the review process.

In an effort to ensure faculty are being given an opportunity to be involved in the review process, department heads and deans will be asked to submit documentation showing that their faculty were given the opportunity to submit their needs and/or requests for their area.

Attached Files
  Requested Budget Memo - FY21-22.pdf

**RELATED ITEMS------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
FINA 20-21 To plan a budget to meet the needs of the departments based on their goals and objectives.
Goal Number: 2
Progress: Completed
Provided By: Finance
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## FINA 20-21 Budget Control

**Objective Number: 2.2 (formerly 2.3)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Total expenditures for the university will not exceed total revenues in the unrestricted budget.

**Assessment/Evaluation/Measures/Strategies:**
At fiscal yearend, the financial statements will be evaluated to determine if expenditures exceeded revenue in the unrestricted budget. Budget statements are available in Workday for heads for review and decision making.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, at the end of the fiscal year the financial statements showed that expenditures did not exceed revenues; therefore, the objective was met (see both PDF files attached below).

Attached Files
 FY21 Closeout.pdf
 BOR_Report_-_Quarterly_Overview_of_Revenues_and_Expenditures - FINAL.pdf

**Improvement Plan/ Changes Made:**
This objective will continue to be monitored closely and any changes and/or spending freezes will be implemented as necessary to ensure expenditures do not exceed revenues.

**RELATED ITEMS-------------------------------------------------------------**
　　　　**RELATED ITEM LEVEL 1**
　　　　FINA 20-21 To plan a budget to meet the needs of the departments based on their goals and objectives.
　　　　Goal Number: 2
　　　　Progress: Completed
　　　　Provided By: Finance
　　　　Budget Information: none (existing)
　　　　Start: 11/1/2020
　　　　End: 10/31/2021

　　　　　　　　**RELATED ITEM LEVEL 2**
　　　　　　　　To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
　　　　　　　　New Number Identifier Field: 1. Ensure Access

　　　　　　　　To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
　　　　　　　　New Number Identifier Field: 2. Student Success

　　　　　　　　To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
　　　　　　　　New Number Identifier Field: 4.  Improvement

# Human Resources

**HR 20-21 Search, Hire, Onboarding Processes**
**Objective Number: 1.1**
**Start: 11/1/2020**

**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
LSU Eunice Human Resources Management will improve the search, hire, and onboarding process.

**Assessment/Evaluation/Measures/Strategies:**
The new manager who began on January 2, 2021 set the following to be completed:

1. Search and Hire Process
    a. Streamline internal approval processes
    b. Reclaim HR responsibilities from Divisions
    c. Establish consistent hiring procedures
2. Improve New Employee Onboarding Experience
    a. Removal of unnecessary physical forms
    b. Create employee orientation
    c. Promote Bengal Buddies Program

Note that this list will change from year to year as items are completed.  This is considered multi-year project.

Successful completion of this objective is determined by the Manager of Human Resources and will not necessarily demand that all items be completed.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the following items were completed per the strategies section:

1. Search and Hire Process
    a. Streamline internal approval processes
    b. Reclaim HR responsibilities from Divisions (see files 1 and 2 below)
    c. Establish consistent hiring procedures (see files 1 and 2)
2. Improve New Employee Onboarding Experience
    a. Removal of unnecessary physical forms
    b. Create employee orientation (in progress) (see file 4)
    c. Promote Bengal Buddies Program (did not get a strong response for staff participation. It will no longer be an objective of HRM.)
       (See blue highlighted blue on pages 3, 6, and 11 of file 3 - note that this is a 13 MB file and may take a few moments to load and open.)

This objective has been met.

Attached Files
 1 Hiring Process Effective June 22, 2021.pdf
 2 BASOP HR-01 - Employee Searches & Hires.pdf
 4 New Employee Orientation Presentation Draft.pdf
 3 LSUE staff senate newsletter.pdf

**Improvement Plan/ Changes Made:**
The success of process changes will be evaluated by the faculty and staff in the spring satisfaction survey.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    HR 20-21 Maintain an effective Human Resources Department
    Goal Number: 1
    Progress: Completed
    Provided By: Human Resources
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**HR 20-21 Satisfaction with Search and Selection Procedure-Faculty**

**Objective Number: 1.2 (formerly 2.1)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will be satisfied with the search and selection process.

**Assessment/Evaluation/Measures/Strategies:**
The new manager hired on January 2, 2021, set the tentative benchmark is agreeable (4.0) or higher as this is the first year for this objective. The Faculty Survey will be administered during the Spring 2021 semester. Survey question #10 "There is a fair and equitable process for recruiting and employing qualified faculty" will be used to determine satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. n/a = not applicable (no point value)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist

For AY 2020-2021, the faculty spring 2021 survey was sent out in March. There 23 (38.98%) responses out of an expected 59. All 23-faculty responded to question number ten achieving a score of 4.0 (see attached survey).

Given that the observed value of 4.0 = the benchmark value of 4.0, this objective is met.

Attached Files
  HR Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Given the circumstances in AY 2020-2021 (two hurricanes, CV-19, and extreme cold in the winter), monitor into next year.

**RELATED ITEMS--------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**

HR 20-21 Maintain an effective Human Resources Department
Goal Number:1
Progress: Completed
Provided By: Human Resources
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**HR 20-21 Satisfaction with Search and Selection Procedures- Staff**
**Objective Number: 1.3 (formerly 2.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Staff will be satisfied with the search and selection process.

**Assessment/Evaluation/Measures/Strategies:**
The new manager hired on January 2, 2021, set the tentative benchmark is agreeable (4.0) or higher as this is a new objective. The Staff Survey will be administered during the Spring 2021 semester. Question #7 "There is a fair and equitable process for recruiting and employing qualified employees." will be used to determine staff satisfaction.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. = n/a (does not have a value on the Likert Scale)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist

For AY 2020-2021, the staff survey was sent out in April and had 47 (47%) of the expected 100 staff members respond with one choosing not applicable (see question 7 on the attached survey document).

Given that the observed score of 3.9 < the benchmark of 4.0, this objective is tentatively met. The rationale is that the benchmark is tentative, and this is the first year for this objective.

Attached Files
 HR Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Try to have additional staff respond to the survey; monitor the data since this is the first year and keep an eye on the survey comments to determine what the root of the dissatisfaction might be.

The LSU Eunice search and hire process has undergone many changes in AY 2020-2021 that will be evaluated in the AY 2021-2022 survey.

Director of IE's note:  It is somewhat concerning that nine responses ranged from strongly disagree to undecided. In addition, there were 10 comments that accompanied the staff survey.  LSU Eunice does not publish them given that the person writing them might be identifiable in some way. Some of the comments were positive while some were negative; however, none of the comments had anything to do with recruiting and employing qualified employees.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    HR 20-21 Maintain an effective Human Resources Department
    Goal Number: 1
    Progress: Completed
    Provided By: Human Resources
    Budget Information: none (existing)
    Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**HR 20-21 Audit Results**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
There will be no findings by auditors on Human Resource procedures and data.

**Assessment/Evaluation/Measures/Strategies:**
Audit results from legislative auditors, internal auditors, and Civil Service auditors will be used to assess this objective.

Benchmark is tentatively no findings as this is a new objective with a new manager.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, LSU Eunice had no audit in AY 2020-2021, as a result, this objective is delayed.

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS---------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    HR 20-21 Maintain an effective Human Resources Department
    Goal Number: 1
    Progress: Completed
    Provided By: Human Resources
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

## Purchasing

**PURCH 20-21 Purchasing- Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Faculty will be satisfied with the purchasing office.

Old Objective:  Faculty will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey.

**Rationale:**  This question was added a year or so ago to specifically assess the Purchasing Office; however, the Director of IE failed to update the objective. The details below are correct as of February 7, 2021.

**Assessment/Evaluation/Measures/Strategies:**
The benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2021 semester. Question number 41 "The LSU Eunice Purchasing Office meets my needs." will be used to determine satisfaction.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- n/a = not applicable

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 23 (38.98%) out of the 59 eligible faculty completed the faculty survey. Question 41 on the purchasing office had a mean of 3.6 with 7 out of the 23 faculty members choosing N/A (see attached Purchasing...file below).

Given that the observed score of 3.6 < the benchmark of 4.0, this objective is not met.

Attached Files
  Purchasing Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
LSU Eunice has not had a dedicated buyer or signature authority for purchasing since 2019 when our Vice Chancellor for Business Affairs retired and the Assistant to the Vice Chancellor for Business Affairs became the Registrar.  These functions were taken over by the LSU Baton Rouge procurement department; therefore, they serve as our purchasing office.  We have tried multiple times to get these designations back for our campus but continue to be unsuccessful.  We have participated in trainings and have been told we still will not have the ability to serve as buyers or have signature authority for purchases.  Having LSU procurement serve as our buyers causes many delays and is part of the reason faculty are not satisfied with the purchasing office (see files 1 and 2 below).

**Director of IE's note:**  It is interesting to note that faculty do not appear to be satisfied with the purchasing office; however, they believe that Business Affairs is helpful with a mean on question 42 (see file 3 Business Affairs...file below).  The purchasing office is part of business affairs.

Attached Files
 1 6.23.21 email from Baton Rouge procurement.pdf
 2 9.23.20 email from Baton Rouge procurement.pdf
 3 Business Affairs Faculty Spring 2021 Survey.pdf

**RELATED ITEMS----------------------------------------------------------**

   **RELATED ITEM LEVEL 1**
   PURCH 20-21 To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
   Goal Number: 1
   Progress: Completed
   Provided By: Purchasing
   Budget Information: none (existing)
   Start: 11/1/2020
   End: 10/31/2021

      **RELATED ITEM LEVEL 2**
      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
      New Number Identifier Field: 1. Ensure Access

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
      New Number Identifier Field: 2. Student Success

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
      New Number Identifier Field: 3. Partnerships

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
      New Number Identifier Field: 4.  Improvement

**PURCH 20-21 Purchasing- Staff Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Staff will be satisfied with the purchasing office.

**Old Objective:**  Staff will rate their satisfaction with the Business Office, which includes the Office of Purchasing, as agreeable or higher on the Faculty Survey.

**Rationale:**  This question was added a year or so ago to specifically assess the Purchasing Office; however, the Director of IE failed to update the objective. The details below are correct as of February 7, 2021.

**Assessment/Evaluation/Measures/Strategies:**
The tentative ideal benchmark is agreeable (4.0) or higher; however, neutral (3.0) or higher may be used, if necessary, since is the first year for this objective. The Staff Survey will be administered during the Spring 2021 semester. Question number 33 "The LSU Eunice Purchasing Office meets my needs." will be used to determine satisfaction.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- n/a = not applicable (no point value)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, 47 (47%) of the 100 staff members responded to the April 2021 electronic survey. Question 33 on the purchasing office had an overall mean of 4.0 with 8 staff choosing N/A.

Given that the observed mean of 4.0 = the tentative benchmark ≥ 3.0, this objective is met.

Attached Files
 Purchasing Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Given that this is the first year for this objective, the improvement plan is monitor into spring 2022.

**RELATED ITEMS-------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      PURCH 20-21 To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that

University purchasing is in compliance with applicable state and federal laws.
Goal Number: 1
Progress: Completed
Provided By: Purchasing
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**PURCH 20-21 Purchasing-Audit**
**Objective Number: 1.3 (formerly 1.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
There will be no findings by auditors on purchasing services and/or procedures.

**Assessment/Evaluation/Measures/Strategies:**
The results of annual state audit will be used to evaluate purchasing services.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because an audit was not conducted.

For AY 2020-2021, there were no purchasing audits conducted.

**Improvement Plan/ Changes Made:**
We will continue to work with LSU Baton Rouge procurement to ensure we are in compliance for campus purchasing as they serve as our campus buyers and signers.

**RELATED ITEMS------------------------------------------------------------**
   **RELATED ITEM LEVEL 1**
   PURCH 20-21 To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring that University purchasing is in compliance with applicable state and federal laws.
   Goal Number: 1
   Progress: Completed
   Provided By: Purchasing
   Budget Information: none (existing)
   Start: 11/1/2020
   End: 10/31/2021

      **RELATED ITEM LEVEL 2**
      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
      New Number Identifier Field: 1. Ensure Access

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
      New Number Identifier Field: 2. Student Success

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
      New Number Identifier Field: 3. Partnerships

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
      New Number Identifier Field: 4.  Improvement

**Student Accounts**
**STAC 20-21 Business Affairs Student Accounts-Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will rate their satisfaction with Business Affairs as helpful.

**Assessment/Evaluation/Measures/Strategies:**
Tentative benchmark is agreeable (4.0) or higher as this is the first year for this objective. The Faculty Survey will be administered during the Spring 2021 semester. Survey question number 42:  "Staff in the Business Office are helpful" will be used to determine satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. n/a = not applicable (no point value)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, 23 (38.98%) of the eligible 59 faculty members responded to the spring 2021 faculty survey. Question 42 relating to the helpfulness of business affairs had a mean of 4.4 with two faculty members choosing N/A (see Business Affairs...file below).

Given that the observed mean of 4.4 > the tentative benchmark = 4.0, this objective is met.

Attached Files
 Business Affairs Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Monitor into next year since this objective related to faculty perceptions on student accounts is new.

**RELATED ITEMS----------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> STAC 20-21 Business Affairs seeks to provide a customer friendly atmosphere
> Goal Number: 1
> Progress: Completed
> Provided By: Student Accounts
> Budget Information: none (existing)

Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**STAC 20-21 Business Affairs Student Accounts-Staff Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Staff will rate their satisfaction with Business Affairs as helpful.

**Assessment/Evaluation/Measures/Strategies:**
Tentative benchmark is agreeable (4.0) or higher as this is the first year for this objective. The Staff Survey will be administered during the Spring 2021 semester. Survey question number 35:  "Staff in the Business Office are helpful" will be used to determine satisfaction.

The choices on the faculty survey are

1.  = strongly disagree
2.  = disagree
3.  = neutral
4.  = agree
5.  = strongly agree

6. n/a = not applicable (no point value)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, 47 (47%) of the 100 staff members responded to the Staff Spring 2021 Survey. Question 35 asking if Business Affairs was helpful had a mean of 4.5 with one staff member choosing N/A (see Business Affairs...file below).

Given that the observed mean of 4.5 > the tentative benchmark of 4.0, this objective is met.

Attached Files
  Business Affairs Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Given that the outcome had a favorable response and that it is new, the results will be monitored into next year.

**RELATED ITEMS---------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       STAC 20-21 Business Affairs seeks to provide a customer friendly atmosphere
       Goal Number: 1
       Progress: Completed
       Provided By: Student Accounts
       Budget Information: none (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
              New Number Identifier Field: 3. Partnerships

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement

**STAC 20-21 Business Affairs Student Accounts-Student Convenience**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with the convenience offered by Business Affairs.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Question number #29 "There are convenient ways of paying by school bill" will be used to determine satisfaction. The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Tentative benchmark is somewhat satisfied (5.0) or higher as this is the first year for this objective.

Attached Files
  4-30-2020 Email on Red Shelf.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the convenience of paying their school bill in the following manner:

- Overall mean = 6.25, n = 361
- LSUE face-to-face site mean = 6.06, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.57, n = 31
- 8-week and 16-week online mean = 6.53, n = 92
- Ochsner Lafayette General Hospital mean = 6.11, n = 9

As noted in the data above, students scored the bookstore question slightly better than "satisfied" at all face-to-face sites and online.

Given that the overall observed score of 6.25 > 5.00, this objective is met. Note that the observed score of 6.25 > than the national average of 5.97 for 69,527 students as well.

Attached Files
  Paying Bill NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Monitor data over the next couple of years given that this is the first year for this objective.

**RELATED ITEMS----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      STAC 20-21 Business Affairs seeks to provide a customer friendly atmosphere
      Goal Number: 1
      Progress: Completed
      Provided By: Student Accounts

Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Facility Services

**FACL 20-21 Facilities Services-Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Faculty Survey.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2021 semester. Question number 32 "The campus buildings and grounds are well kept." will be used to determine faculty satisfaction.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree

3. = neutral
4. = agree
5. = strongly agree
6. NA = not applicable

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, notification of the availability of the spring faculty survey went out in the middle of spring 2021. A total of 23 (38.98%) of the 59 faculty completed the survey rating facilities services as a 4.4 (see PDF file below).

Given that the observed value of 4.4 > the established benchmark of 4.0, this objective is met.

Attached Files
 Facilities Services Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Air scrubbers were installed in all classrooms, labs, and common public areas. These units contain HEPA filters and were a response to continuing efforts to combat CV-19 (see file 1).

Touchless hand towels were installed in all restrooms (see file 2).

All Ductwork cleaned and recoated for Bengal Village (residential apartments (see file 3).

Air purifiers were installed at Bengal Village (see file 4).

Touchless faucets, flush valves and water fountains are in the process of being installed.

Facilities Services is also in the process of cleaning all heating, ventilation, and air conditioning ductwork in all academic buildings.

Director of IE's Note:  These projects were funded by federal grants related to CV-19.

Attached Files
 1. IEA Docs - Air Scrubbers.pdf
 2. IEA Docs - Automatic Towel Dispensers.pdf
 3. HVAC Duct Cleaning Project - Bengal Village.pdf
 4. Air Purification Units - Bengal Village.pdf

**RELATED ITEMS**-------------------------------------------------------------

    **RELATED ITEM LEVEL 1**

    FACL 20-21 To provide clean and well-maintained facilities and grounds.

    Goal Number: 1

    Progress: Completed

    Provided By: Facility Services

    Budget Information: none (existing)

    Start: 11/1/2020

    End: 10/31/2021

        **RELATED ITEM LEVEL 2**

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

        New Number Identifier Field: 4.  Improvement

**FACL 20-21 Facilities Services-Staff Satisfaction**

**Objective Number: 1.2**

**Start: 11/1/2020**

**End: 10/31/2021**

**Progress: Completed**

**Objective With Intended Outcomes:**

Staff will rate their satisfaction with campus buildings and grounds as agreeable or higher on the Staff Survey.

**Assessment/Evaluation/Measures/Strategies:**

Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring 2021 semester. Question number 25 "The campus buildings and grounds are well kept." will be used to determine staff satisfaction.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. NA = not applicable

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the annual staff satisfaction survey became available toward the middle of the spring 2021 semester. A total of 47 (47%) of the 100 staff members responded to the survey rating facilities services a 4.6 (see file below).

Given that the observed score of 4.6 > the established benchmark of 4.0, this objective is met.

Attached Files
  Facilities Services Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Air scrubbers were installed in all classrooms, labs, and common public areas. These units contain HEPA filters and were a response to continuing efforts to combat CV-19 (see file 1).

Touchless hand towels were installed in all restrooms (see file 2).

All Ductwork cleaned and recoated for Bengal Village (residential apartments) see file 3.

Air purifiers were installed at Bengal Village (see file 4).

Touchless faucets, flush valves, and water fountains are being the process of being installed.

Facilities Services is also in the process of cleaning all heating, ventilation, and air conditioning ductwork in all academic building.

Director of IE's Note:  These projects were funded by federal grants related to CV-19.

Attached Files

1. IEA Docs - Air Scrubbers.pdf
2. IEA Docs - Automatic Towel Dispensers.pdf
3. HVAC Duct Cleaning Project - Bengal Village.pdf
4. Air Purification Units - Bengal Village.pdf

**RELATED ITEMS**------------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    FACL 20-21 To provide clean and well-maintained facilities and grounds.
    Goal Number: 1
    Progress: Completed
    Provided By: Facility Services
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**FACL 20-21 Facilities Services-Student Satisfaction**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will rate their satisfaction with Facility Services on Noel-Levitz Student Satisfaction Inventory.

Director of IE's note:  While the objective remains the same, the benchmarks were placed in the Assessment Section below. In addition, it is of little consequence if the satisfaction on this item is one of the top ten highest. LSU Eunice personnel strive to have students satisfied in all areas as much as possible.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

Question number 39:  "On the whole, the campus is well maintained" will be used to assess satisfaction.

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Benchmark:  Student rating will be at or above the national average or students will at least be satisfied (a rating of 6 or higher).

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the facilities services in the following manner:

- Overall mean = 6.56, n = 361 (compared to 6.57, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 6.50, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.90, n = 31
- 8-week and 16-week online mean = 6.69, n = 92
- Ochsner Lafayette General Hospital mean = 6.75, n = 9

As noted in the data, students scored the facilities question better than "satisfied" at all face-to-face sites and online. It is interesting to note the mean score of 6.69 for online students. However, LSUE is aware that many online students visit campus frequently. The remainder, do doubt, are evaluating their satisfaction with the virtual "facilities" or the digital environment. It is also worth noting that students at the dual enrollment sites < 50% of program are very satisfied with the maintenance and overall environment of their high schools rating the question at a mean of 6.90.

Given that the overall observed score of 6.56 > 6.00, this objective is met. It is also worth noting that LSUE's overall score of 6.56 > than the national average of 6.19 with an n = 69,527.

Attached Files
  Facilities Services NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Air scrubbers were installed in all classrooms, labs, and common public areas. These units contain HEPA filters and were a response to continuing efforts to combat CV-19 (see file 1).

Touchless hand towels were installed in all restrooms (see file 2).

All ductwork cleaned and recoated for Bengal Village (residential apartments) (see file 3).

Air purifiers were installed at Bengal Village (see file 4).

Touchless faucets, flush valves, and water fountains are being the process of being installed.
Facilities Services is also in the process of cleaning all heating, ventilation, and air conditioning ductwork in all academic building.

Director of IE's Note:  These projects were funded by federal grants related to CV-19.

Attached Files
  1. IEA Docs - Air Scrubbers.pdf
  2. IEA Docs - Automatic Towel Dispensers.pdf
  3. HVAC Duct Cleaning Project - Bengal Village.pdf
  4. Air Purification Units - Bengal Village.pdf

**RELATED ITEMS--------------------------------------------------------------**
>        **RELATED ITEM LEVEL 1**
>        FACL 20-21 To provide clean and well-maintained facilities and grounds.
>        Goal Number: 1
>        Progress: Completed
>        Provided By: Facility Services
>        Budget Information: none (existing)
>        Start: 11/1/2020
>        End: 10/31/2021
>
>>        **RELATED ITEM LEVEL 2**
>>        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>>        New Number Identifier Field: 1. Ensure Access
>>
>>        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>>        New Number Identifier Field: 2. Student Success
>>
>>        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
>>        New Number Identifier Field: 3. Partnerships
>>
>>        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
>>        New Number Identifier Field: 4.  Improvement

**FACL 20-21 Capital Improvements**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  LSUE will seek capital improvement funding from the State of Louisiana.

Old Objective:  LSUE will seek capital improvement funding from the State of Louisiana to fund the fume hoods in the Science Building Chemistry Labs.

Rationale for Change:  The old objective was too specific dealing with just one project.

**Assessment/Evaluation/Measures/Strategies:**
New Strategy:  Individual projects listed will provide a status update each year until completed. Based on the complexity of the various projects, a decision will be made by the Director of Facility Services on whether or not this objective is met.

Old Strategy:  Secure funding for HVAC repairs in the Science Building by December 31, 2018. Design the necessary work for the HVAC repairs by March 31, 2019. Bid and award the contract by May 31, 2019.  Complete construction of the HVAC repairs by August 31, 2019.

Rationale for Change:  The old strategy was too specific dealing with just one project.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, identified ongoing projects were:

- Fume hood project-substantially complete (see file #1 below).
- Manuel hall exterior wall and roof repair-Construction documents being reviewed (see folder # 2).
- Energy management system-presently attempting to secure funding for phase one (see file #3 bottom of page 3 and top of page 5).
- STEAM (Science, Technology, Engineering, Agriculture, and Mathematics Center) Innovation Center Program (to serve as a basis for design)-Construction Phase I funding currently being sought (see file 4).
- Athletic Complex Program-currently in progress.

Based on the progress, this objective is met.

Attached Files
1. Science Building Fume Hood Project Email Message.pdf
2021 09 13_SD_DD design_phase_transmittal.pdf
LSU Eunice SD DD Project Manual 9-10-21.pdf
LSU_Eunice SD DD code analysis 9-10-21.pdf
LSU_Eunice SD DD Drawings 9-10.pdf

Manuel Hall Envelope Repairs and Roof Replacement Email Message.pdf
LSU_Eunice SD DD time schedule 9-10-21.pdf
SD_DD Statement of Probable Cost LA FPC format.pdf
4. LSU Eunice 21-0726 STEAM Innovation Center Program.pdf
3. EMS Funding Request Xerox Scan_10122021161608 (003).pdf

**Improvement Plan/ Changes Made:**
Continue seeking designs and funding for existing and new projects.

**RELATED ITEMS----------------------------------------------------------**
**RELATED ITEM LEVEL 1**
FACL 20-21 To provide clean and well-maintained facilities and grounds.
Goal Number: 1
Progress: Completed
Provided By: Facility Services
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Information Technology

**IT 20-21 Staff Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**

**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Staff will agree that lab, office computer equipment, and OIT support meet their needs.

**Assessment/Evaluation/Measures/Strategies:**
The objective will be assessed from the Staff Satisfaction Survey that is sent out each Spring to all staff. The following questions will be used to assess this objective:

- Question number 24: "The computer equipment in the labs and offices meet my needs."
- Question number 28: "I have access to adequate computer support and services from OIT."
- Question number 42: "Staff in Information Technology is helpful."

Director of IE note: The benchmark was updated and is now a weighted mean based on the n for each year (see Table 1).

| Table 1. Staff Satisfaction with OIT. | | | | | |
|---|---|---|---|---|---|
| Spring | Q24 | Q28 | Q42 | Mean | n |
| 2017 | 3.6 | 3.8 | 4.1 | 3.83 | 52 |
| 2018 | 3.9 | 4.3 | 4.4 | 4.20 | 40 |
| 2019 | 3.6 | 4.0 | 4.4 | 4.00 | 27 |
| 2020 | 3.8 | 4.4 | 4.5 | 4.23 | 44 |
| Weighted Means | 3.73 | 4.12 | 4.33 | 4.06 | 163 |

The objective will be met if current year's score meets or exceeds the four-year benchmark. The survey uses a five-point Likert Scale:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree
6. N/A for not applicable but has no number value on the Likert Scale.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the annual electronic staff survey was sent out toward the end of spring 2021 with 47 (47%) of the 100 staff members responding. The results in Table 2 indicate an overall mean of the three questions = 4.40, which is above the benchmark of 4.06 so the objective was met for the year.

| Table 2. Current Staff Satisfaction with OIT | | | | |
|---|---|---|---|---|
| Semester | Q24 | Q28 | Q42 | Mean | n |
| Spring 2021 | 4.3 | 4.4 | 4.5 | 4.4 | 47 |
| Prior four-year mean | 3.73 | 4.12 | 4.33 | 4.06 | 163 |

Given that the observed spring 2021 mean = 4.4 > the historical mean = 4.06; this objective is met.

Attached Files
 OIT Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Factors that are believed to have contributed to the results this year are:

1) New laptops were purchased as part of the Covid-19 impact and dollars that became available, which allowed us to upgrade computers for many staff.  This process will continue during the next year as we have several more to distribute (see file 1 below).

2) For those not receiving a new laptop, we have been able to upgrade desktop computers as we gathered newer ones from other staff who received new laptops.  This process will continue during the next year.

3) Additional hardware was purchased such as webcams and microphones to help with remote work when needed (see files 2 and 3).

4) Staffing for OIT compared to historical levels for LSUE has improved.  We are working to maintain a level of 8 OIT staff members on a full-time basis.

5) Numerous systems were introduced during the year to help staff support their users.  A few of these items included, but were not limited to the following:

- Cashnet Payment Services - Business Affairs (see file 4)
- Radius University Application for Students - Registrar's Office
- Number of reports made available within the Cognos reporting solution - Numerous on campus
- Microsoft Forms - Numerous on campus
- Microsoft Stream - Numerous on campus

- Improvements to campus internet service - Campus
- Website academic program content - Numerous on campus

Additional systems improvements are slated for the coming year.

Director of IE's Note:  We might want to consider returning the benchmark to 4.00 or greater (satisfied) depending on results in spring 2022.

Attached Files
 1 Faculty Staff Laptops 42.pdf
 2 Faculty Staff Webcams and Cam.pdf
 3 Faculty Staff Webcams.pdf
 4 Cashnet.pdf

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**
IT 20-21 Provide Faculty and Staff with the technology and support required to produce successful students.
Goal Number: 1
Progress: Completed
Provided By: Information Technology
Budget Information: None existing
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**IT 20-21 Faculty Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will agree that lab, office computer equipment, and OIT support meet their needs.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be assessed from the Faculty Satisfaction Survey that is sent out each spring to all faculty.  The following questions will be used to assess this objective:

Question number 28:  "The computer equipment in the labs and offices meet my needs."
Question number 29:  "I have access to adequate computer support and services from OIT."
Question number 49: "Staff in Information Technology is helpful."

Director of IE's note:  This objective was updated to use a weighted mean based on the total n for each year.

The benchmark for comparison will be taken from data over the prior four years, which is as follows:

| Table 1. Faculty Satisfaction with OIT. | | | | | |
|---|---|---|---|---|---|
| Semester | Q28 | Q29 | Q49 | Mean | n |
| Spring 2017 | 4.0 | 3.9 | 4.4 | 4.10 | 20 |
| Spring 2018 | 3.3 | 3.9 | 4.3 | 3.83 | 15 |
| Spring 2019 | 3.2 | 3.7 | 3.9 | 3.60 | 29 |
| Spring 2020 | 3.1 | 3.7 | 4.2 | 3.67 | 29 |
| Weighted Means | 3.36 | 3.78 | 4.17 | 3.77 | 93 |

The objective will be met if current year's score meets or exceeds the three-year mean benchmark.  The survey uses a five-point Likert Scale:

1.  is strongly disagree
2.  is disagree
3.  is neutral
4.  is agree
5.  is strongly agree

6.  is NA that has no point value

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was partially met. The improvement plan was included in the AY 2019-2020 document.

For AY 2020-2021, the annual spring faculty survey was sent out electronically toward the end of the spring 2021 semester with 23 (38.98%) of the 59 faculty members responding. The results in Table 2 indicate an overall mean of 4.10, which is above the benchmark of 3.77 so the objective was met for the year.

| Table 2. Current Faculty Satisfaction with OIT. | | | | | |
|---|---|---|---|---|---|
| Spring | Q28 | Q29 | Q49 | Mean | n |
| 2021 | 3.8 | 4.0 | 4.5 | 4.1 | 23 |
| Prior four years weighted means | 3.36 | 3.78 | 4.17 | 3.77 | 93 |

Given that the observed value for spring 2021 = 4.1 > then the historical mean = 3.77, this objective is met.

Attached Files
OIT Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
Factors that are believed to have contributed to the results this year are:

1) New laptops for all full-time faculty were purchased as part of the Covid-19 impact and dollars made available.  The upgrade in computers was very much needed and a welcome improvement (see file 1 below).

2) For technology classrooms on campus, we were able to update ~60% of the equipment to help with instruction - including the ability to provide remote instruction in a much better manner.  Covid-19 relief provided funds for this.  The ~60% completed so far were the rooms in most need of it on campus and helped us move to a single/same solution for the rooms and away from all rooms having older and different setups.  The remaining rooms are planned for the near future (see files 2a through 2f below).

3) Additional hardware was purchased such as webcams and microphones to help with remote work when needed (see file 3).

4) Staffing for OIT compared to historical levels for LSUE has improved.  We are working to maintain a level of 8 OIT staff members on a full-time basis.

5) Numerous systems were introduced during the year to help staff support their users.  A few of these items included, but were not limited to the following:

- Upgrade of myCourses for our campus learning management system to stay in sync with LSU
- Microsoft Forms - Numerous on campus
- Microsoft Stream - Numerous on campus
- Improvements to campus internet service - Campus
- Website academic program content - Numerous on campus

Additional systems improvements are slated for the coming year.

Director of IE's Note:  We might want to consider returning the benchmark to 4.00 or greater (satisfied) depending on results in spring 2022.

Attached Files
1 Faculty Staff Laptops 42.pdf
2f Smartboards HealthTech-Manuel.pdf
2e Smartboards Health Tech.pdf
2b Classroom Updates - 2.pdf
2a Classroom Updates.pdf
2c Faculty Wacom Tablets.pdf
2d Faculty Wacom Tablets - 2.pdf
3 Faculty Staff Webcams and Cam.pdf

**RELATED ITEMS-----------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       IT 20-21 Provide Faculty and Staff with the technology and support required to produce successful students.
       Goal Number: 1
       Progress: Completed
       Provided By: Information Technology
       Budget Information: None existing
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**IT 20-21 User Services-Student Support**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Maintain "Satisfied" rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Given toward the end of Spring 2021, the Noel Levitz Student Satisfaction Survey (attached below under the National area for Q18) national average was 6.15 using a 7-point Likert Scale for question #18 "Computer labs are adequate and accessible.":

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied

4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

A mean score greater than or equal to the national mean score or equal or greater than 6 (satisfied) on question #18 is considered success.

Attached Files
 9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the computer labs in the following manner:

- Overall mean = 6.27, n = 361 (compared to 6.57, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 6.20, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.33, n = 31
- 8-week and 16-week online mean = 6.57, n = 92
- Ochsner Lafayette General Hospital mean = 7.00, n = 9

Given that the observed mean = 6.27 (and all sites > 6.00) > the national mean = 6.15, objective 3.1 was met.

Attached Files
 OIT NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
LSU Eunice personnel will continue to look at the use of the Noel-Levitz Student Satisfaction Inventory during the coming months to determine if this is the best process for us to utilize given the unknowns with multiple sites.

**RELATED ITEMS----------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      IT 20-21 Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 2
Progress: Completed
Provided By: Information Technology
Budget Information: None existing
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**IT 20-21 Update Infrastructure**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
To better serve the campus community, Information Technology will work on following infrastructure projects during AY 2020-2021:

1. Implementation of Bitlocker mobile device encryption solution
2. Rollout of Cisco Umbrella next gen anti-virus solution for faculty and staff laptops
3. Rollout of Cisco Umbrella next gen anti-virus solution for the Lafayette location
4. Rollout of Gear-to-Geaux equipment checkout services for students through library
5. Integration of Lafayette location into campus network
6. Implementation of test environments around the student information system for myLSUE and CX
7. Migration of system application for student admission system to a cloud solution

8.  Migration of faculty and staff email to a Microsoft cloud solution
9.  Implementation of Safelink web link email scanning solution with Microsoft
10. Rollout of multi-factor authentication for faculty and staff Microsoft Azure login solutions
11. Implementation of a new technology classroom equipment for ~60% of those rooms
12. Implementation of Microsoft Forms cloud solution
13. Implementation of self-service password reset for students Microsoft Azure login solutions
14. Implementation of dedicated campus internet connection (prior was a shared service solution)
15. Move of internet demarcation point from the Science building to Data Center in C building
16. Rollout of Defender for Identity security solution
17. Implementation of Microsoft Stream cloud solution
18. Upgrade of myCourses to v3.9 with LSU
19. Implementation of campus funded proctoring service through ProctorU
20. Decommission of legacy authentication option on Microsoft Azure environment
21. Migration of myCourses authentication to Active Directory

**Assessment/Evaluation/Measures/Strategies:**
Completion of each section of the objective will be determined by the status of each project listed below:

1.  Implementation of Bitlocker mobile device encryption solution
2.  Rollout of Cisco Umbrella next gen anti-virus solution for faculty and staff laptops
3.  Rollout of Cisco Umbrella next gen anti-virus solution for the Lafayette location
4.  Rollout of Gear-to-Geaux equipment checkout services for students through library
5.  Integration of Lafayette location into campus network
6.  Implementation of test environments around the student information system for myLSUE and CX
7.  Migration of system application for student admission system to a cloud solution
8.  Migration of faculty and staff email to a Microsoft cloud solution
9.  Implementation of Safelink web link email scanning solution with Microsoft
10. Rollout of multi-factor authentication for faculty and staff Microsoft Azure login solutions
11. Implementation of a new technology classroom equipment for ~60% of those rooms
12. Implementation of Microsoft Forms cloud solution
13. Implementation of self-service password reset for students Microsoft Azure login solutions
14. Implementation of dedicated campus internet connection (prior was a shared service solution)
15. Move of internet demarcation point from the Science building to Data Center in C building
16. Rollout of Defender for Identity security solution
17. Implementation of Microsoft Stream cloud solution
18. Upgrade of myCourses to v3.9 with LSU
19. Implementation of campus funded proctoring service through ProctorU
20. Decommission of legacy authentication option on Microsoft Azure environment
21. Migration of myCourses authentication to Active Directory

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, all projects listed were completed successfully during the year.

1. Implementation of Bitlocker mobile device encryption solution
2. Rollout of Cisco Umbrella next gen anti-virus solution for faculty and staff laptops
3. Rollout of Cisco Umbrella next gen anti-virus solution for the Lafayette location
4. Rollout of Gear-to-Geaux equipment checkout services for students through library
5. Integration of Lafayette location into campus network
6. Implementation of test environments around the student information system for myLSUE and CX
7. Migration of system application for student admission system to a cloud solution
8. Migration of faculty and staff email to a Microsoft cloud solution
9. Implementation of Safelink web link email scanning solution with Microsoft
10. Rollout of multi-factor authentication for faculty and staff Microsoft Azure login solutions (see file 1 below)
11. Implementation of a new technology classroom equipment for ~60% of those rooms
12. Implementation of Microsoft Forms cloud solution
13. Implementation of self-service password reset for students Microsoft Azure login solutions
14. Implementation of dedicated campus internet connection (prior was a shared service solution...see file 2)
15. Move of internet demarcation point from the Science building to Data Center in C building
16. Rollout of Defender for Identity security solution
17. Implementation of Microsoft Stream cloud solution (see file 3)
18. Upgrade of myCourses to v3.9 with LSU
19. Implementation of campus funded proctoring service through ProctorU
20. Decommission of legacy authentication option on Microsoft Azure environment
21. Migration of myCourses authentication to Active Directory (see file 4)

In summary, Objective 3.1 overall was met given the successful completion of projects in line with their identified goals.  Objective was met.

Attached Files
 2 Campus Internet 20210409.pdf
 3 Microsoft Stream 20210407.pdf
 1 Multi-Factor Auth 20201130.pdf
 4 myCourses Upgrade 20210520.pdf

**Improvement Plan/ Changes Made:**
As the team has been able to refill positions vacated over the last several years, progress continued with several key infrastructure projects during the 2020 - 2021-time frame.

Factors moving forward that will help continued progress within the infrastructure area and the planned out remaining projects are:

1. Vacated position available on the team being filled
2. Continued funding of IT-related projects identified as priorities
3. Continued build-out of staff knowledge as the new employee comes aboard and then also continued knowledge transfer among the team members

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**
IT 20-21 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology
Budget Information: None existing
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**IT 20-21 Implementation of new student system**
**Objective Number: 3.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

To better serve the campus community, Information Technology will participate with LSU with the other campuses on the continued evaluation of options around the student system modernization effort for both the LSUE campus and also as it relates to the LSU system-wide effort.  We will maintain continued contact with LSU leadership in an effort to help identify the direction around the Student System Modernization area in the near future.

**Assessment/Evaluation/Measures/Strategies:**
Completion of each item will be determined as the project progresses.

1. Participation with LSU and the other campuses on the continued evaluation of options around the student system modernization effort for both the LSUE campus and also as it relates to the LSU system-wide effort
2. Participation in providing recommendations to LSU senior leadership around possible next steps and options available

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the status of the projects/tasks is as follows:

1. Participated on subcommittee formed during December of 2020 to discuss next steps around the area
2. Participated in providing recommendations to LSU senior leadership around possible next steps and options available during Spring 2021.
3. Participated in review of vendor solutions during early Summer 2021 and those participating given results from the Invitation to Bid prepared by LSU staff.

(See four email attachments below to serve as documentation.)

In summary, Objective 4.2 overall was met given the successful completion of projects identified.

Attached Files
  SIS Update 20210308.pdf
  SIS Modernization Project 20210203.pdf
  SIS Core Team Kickoff 20210222.pdf
  SIS Core team 202103.pdf

**Improvement Plan/ Changes Made:**
We will maintain continued contact with LSU leadership in an effort to help identify the direction around the Student System Modernization area in the near future.

**RELATED ITEMS------------------------------------------------------------**

**RELATED ITEM LEVEL 1**
IT 20-21 Update Infrastructure
Goal Number: 3
Progress: Completed
Provided By: Information Technology
Budget Information: None existing
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Institutional Effectiveness

**IE 20-21 Substantive Changes**
**Objective Number: 1.1 (Formerly 1.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The Office of Institutional Effectiveness and Accreditation will complete substantive changes required in AY 2020-2021 in accordance with the SACSCOC Substantive Change Policy.

Note that this objective replaces the old 1.1 that dealt with writing a prospectus as needed. The old 1.1 was deleted in favor of this objective because all Substantive Changes apply to this objective, including writing a prospectus.

If an objective is needed for writing a prospectus (because they are typically major projects), then another objective will be added as 1.4 or 1.5 as needed each year.

**Assessment/Evaluation/Measures/Strategies:**
Completion of the Substantive Changes by the SACSCOC stated deadline (in order to remain compliant with the policy) is considered as success.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, two notifications were sent to SACSCOC:

- Ochsner Lafayette General Orthopedic Hospital Name change (see file 1 February 3, 2021 letter sent to SACSCOC and file 2 SACSCOC Response dated July 27, 2021).
- Closing of the off-campus instructional location at LSU Laboratory High School (see file 3 June 21, 2021 letter sent to SACSCOC). Note that a response has not yet been received as of this writing on September 22, 2021.
- No Prospectus documents were written during AY 2020-2021.

Given that the documents were filed in accordance with SACSCOC Policy, this objective is met.

Attached Files
File 1 2-3-21 Sub Change LGOrtho to Ochsner LGOH.pdf
File 2 7-27-21 SACSCOC Response to Name Change Ochsner.pdf
File 3 6-21-21 Materials to Close LSU Lab School to SACSCOC.pdf

**Improvement Plan/ Changes Made:**
Continue to monitor the new Substantive Change Policy attending sessions as possible.

**RELATED ITEMS**-------------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    IE 20-21 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
    Goal Number: 1
    Progress: Completed
    Provided By: Institutional Effectiveness
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**

To **serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.**
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**IE 20-21 Completion of the Enrollment and Financial Profiles**
**Objective Number: 1.2 (Formerly 1.3)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The accreditation liaison will complete the enrollment and financial profiles and submit them to SACSCOC prior to the established deadline.

**Assessment/Evaluation/Measures/Strategies:**
Success for this objective will be submitting the data by the SACSCOC deadline.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the December 2020 Enrollment Profile was completed on January 1, 2021 (see file 1 for December 2020). The July 2021 Financial Profile was completed on July 6, 2021 (see file 2 for July 2021).

Given that both files were completed on time, this objective is met.

Attached Files
  1 Completed Enrollment Profile December 2020.pdf
  2 Completed Financial Profile July 2021.pdf

**Improvement Plan/ Changes Made:**
Continue to be aware of the deadlines for each in December and July.


**RELATED ITEMS----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    IE 20-21 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
    Goal Number: 1
    Progress: Completed
    Provided By: Institutional Effectiveness
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4. Improvement


**IE 20-21 SACSCOC Student Achievement and Key Student Completion Indicator (KSCI)**
**Objective Number: 1.3 (Formerly 1.4)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
First-time credential seeking students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution.

**Assessment/Evaluation/Measures/Strategies:**
Methodology:  This objective will be assessed using the National Student Clearinghouse's (NSC) data and includes completion from LSU Eunice and other institutions - both four year and two year - over a period of five years (see Table 1).

| Table 1.  National Student Clearinghouse Six-Year Total Graduation Rate. | | | |
|---|---|---|---|
| Cohort Year Starting in Fall | Number in Cohort | Number of Graduates | Rate (Percent) |
| 2008 | 1060 | 225 | 21.23 |
| 2009 | 1150 | 373 | 32.43 |
| 2010 | 1101 | 518 | 47.05 |
| 2011 | 999 | 354 | 35.44 |
| 2012 | 996 | 291 | 29.22 |
| 2013 | 850 | 369 | 43.41 |
| Totals | 6156 | 2130 | 34.60 |

The Threshold of Acceptability = 21.23% because it is the lowest number in the period.

The goal = 34.60% because it is the overall historical graduation rate for the five cohorts studied.  Meeting or exceeding these numbers will constitute success.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the data examines the graduation rate for the cohort entering fall 2014 defined as first-time credential seeking students (both full-time and part-time).

Data pulled from Institutional Research combined with the National Clearinghouse indicated that 798 students entered in fall 2014 with 279 (34.96%) graduating up through and including the Summer 2020 semester.

Given that the 35% > the historical benchmark of 34.60% and the threshold of acceptability of 21.33%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though this objective was met, it decreased from 43.41% from the fall 2013 cohort. In January 2021, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort. This initiative aims to strengthen the capacity of rural colleges to train students for careers that pay family sustaining wages in today's digital economy.

Attached Files
 ATD Acceptance Email 1-5-21.pdf

**RELATED ITEMS------------------------------------------------------------**

    **RELATED ITEM LEVEL 1**

    IE 20-21 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change

    Goal Number: 1

    Progress: Completed

    Provided By: Institutional Effectiveness

    Budget Information: none (existing)

    Start: 11/1/2020

    End: 10/31/2021

        **RELATED ITEM LEVEL 2**

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

        New Number Identifier Field: 4.  Improvement

**IE 20-21 Student Achievement Data**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The Office of Institutional Effectiveness and Accreditation will post updated Student Achievement Data.

**Assessment/Evaluation/Measures/Strategies:**
The data will be posted on the Website by the end of January of the academic year.

Currently, the Chancellors Cabinet has the following items approved for Student Achievement (approved on April 27, 2021 see file below).

1. National Student Clearinghouse's Six-Year Graduation Rate (SACSCOC Key Student Completion Indicator)
2. Retention
3. Associate Degree and Certificate of Technical Studies Completions
4. Licensure Rate
5. Employment or Continuing Education
6. Completion of Gateway General Education English Composition and Mathematics Courses
   a. English Composition (ENGL 1001) for the academic year being examined
   b. College Algebra (MATH 1015, 1020, and 1021) for the academic year being examined

Attached Files
  20210427 cabinet minutes 4_27_21.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the primary word document was completed on August 24, 2021.  The data was posted on September 27, 2021 (see pdf document below).

Given that the document was completed and posted on September 27, 2021 which is prior to the January deadline, this objective was met.

Attached Files
  FINAL 9-27-21 Fa 21 Student Achievement.pdf

**Improvement Plan/ Changes Made:**
The Office of Institutional Effectiveness may choose to begin integrating additional Post-Secondary Data Partnership (PDP) data from the National Student Clearinghouse (NSC) next year.

**RELATED ITEMS--------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        IE 20-21 Compliance with SACSCOC standard that apply to Institutional Effectiveness and Substantive Change
        Goal Number: 1
        Progress: Completed
        Provided By: Institutional Effectiveness
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

**RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Institutional Research

**IR 20-21 Course Evaluation**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE following the completion of grade processing.

**Assessment/Evaluation/Measures/Strategies:**
Course evaluations will be opened by the end of the first week after midterm exams. For regular semesters, evaluations will be closed by the Monday following the last week of classes.  For intersessions, evaluations will close by the last day of classes.

Were the evaluations opened/closed appropriately during the intended time frame established?  Were results available after grade processing complete? Yes, would confirm successful completion of this objective.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was tentatively met as some data for Fall 2019 Terms B and C were started on time but lost due to the cyber-attack on October 19, 2019.

For AY 2020-2021, this objective was partially met with the two intersession ones not being done.  Details around each evaluation are as follows:

- Fall 2020 – on time
- Fall 2020 Term B – on time
- Fall 2020 Term C – on time
- Fall Intersession 2020 – not done
- Spring 2021 – on time
- Spring 2021 Term B – on time
- Spring 2021 Term C – on time
- Spring Intersession 2021 – not done
- Summer 2021 – on time
- Summer 2021 Term B – on time
- Summer 2021 Term C – on time

To summarize, Objective 1.1 was partially met.

**Improvement Plan/ Changes Made:**
Continued opening of Course Evaluations as planned in the future allowing for ample amount of time for users to provide feedback.  Additionally, the course evaluation solution has been migrated to the cloud for enhanced availability and support.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    IR 20-21 Make course evaluations available online in a consistent, efficient manner.
    Goal Number: 1
    Progress: Completed
    Provided By: Institutional Research
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## IR 20-21 Overall Data Gathering and Reporting
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Post semesterly enrollment data to internal and external agencies by the mandated deadlines.

**Assessment/Evaluation/Measures/Strategies:**
Scheduled tasks listing for IR will show when the reports were published/released.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a number of reports were filed, and a number of tasks completed with respect to data gathering and reporting.  The details are broken by time of year below:

- Fall 2020 actions and reports (attached below as: Scheduled Jobs Fall IR 2020)
- Fall 2020 intersession actions and reports (attached below as: Scheduled Jobs FAIS IR 2020)
- Spring 2021 actions and reports (attached below as: Scheduled Jobs Spring IR 2021)
- Spring 2021 intersession actions and reports (attached below as: Scheduled Jobs SPIS IR 2021)
- Summer 2021 actions and reports (attached below as: Scheduled Jobs Summer IR 2021)

Since the actions and reports were completed in a timely fashion, this objective was met.

Attached Files
Scheduled Jobs Fall IR 2020.pdf
Scheduled Jobs FAIS IR 2020.pdf
Scheduled Jobs Spring IR 2021.pdf
Scheduled Jobs SPIS IR 2021.pdf
Scheduled Jobs Summer IR 2021.pdf

**Improvement Plan/ Changes Made:**
Continue to monitor as we move forward.

**RELATED ITEMS----------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 IR 20-21 Provide the campus at large with access to timely reporting information.
 Goal Number: 2
 Progress: Completed
 Provided By: Institutional Research
 Budget Information: none (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
  New Number Identifier Field: 3. Partnerships

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
  New Number Identifier Field: 4.  Improvement

**IR 20-21 Reduce Open Time of Service Requests**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Reduce the average length of time that service calls and work requests are left open or unresolved to 45 hours based on the top 15 service request types.

**Assessment/Evaluation/Measures/Strategies:**
This objective was benchmarked using a report from the Helpdesk software and based on the average time open of the 15 longest service request categories over the latest data available from a three-year period. An average time of 45 or less hours would be success.

Director of IE's note:  Older historical data is being used for this year due to a cyber-attack in October 2019. Much of the data around that time period was lost.  It is anticipated that the benchmark will be updated next year with more current data.

Attached Files
  20150701 - 20180630 - SR Categories with the longest SRs times.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the time to complete Service Requests averaged out at 37.17 hours with n=3,198 (see file attached for timing on each of the 15 areas utilized for the calculation).

Since the observed hours 37.17 hours < 45 hours benchmarked, Objective 2.2 was met.

Attached Files
  20200701 - 20210630 - SR Categories with the Longest SR Times.pdf

**Improvement Plan/ Changes Made:**
It is important to note that OIT was working to fill one position during the past year within the team.  It is expected that as the new employee becomes familiar with the environment, we would see service response time would remain at or further below the benchmark along with further improvements.

**RELATED ITEMS---------------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       IR 20-21 Provide the campus at large with access to timely reporting information.
       Goal Number: 2
       Progress: Completed
       Provided By: Institutional Research
       Budget Information: none (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
              New Number Identifier Field: 3. Partnerships

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement


# LSU Eunice Police and Campus Security

**POLIC 20-21 Install surveillance cameras**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Install additional surveillance cameras to meet campus safety needs.

**Assessment/Evaluation/Measures/Strategies:**
The benchmark was to complete the installation of an additional cameras by the end of the AY 2020-2021.  Locations, priority, and number of cameras decided by LSU Police and the Chancellor's Office through a series of meetings deciding areas of possible concern.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed due to budget considerations.

For AY 2020-2021, Two additional cameras were added to the camera system.  These were added in the area of the Grounds Landscape building to monitor access to some of the more expensive equipment located on campus.

This objective was met.

Attached Files
  MMR Proposal P21-0838.pdf
  PO-152150.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, this is an ongoing objective that will be continued as there are plans for continued expansion of the surveillance cameras throughout campus.

**RELATED ITEMS--------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        POLIC 20-21 Increase the effectiveness of the LSU Police Department on the LSUE campus
        Goal Number: 1

Progress: Completed
Provided By: LSU Eunice Police and Campus Security
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## POLIC 20-21 Hire Another Full-Time Police Officer
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

### Objective With Intended Outcomes:
Hire an additional Police officer to enhance the existing staff.

### Assessment/Evaluation/Measures/Strategies:
This objective is met if the additional staff members are hired during 2020-2021.

### Assessment/Evaluation Results (Progress Report):
For AY 2019-2020, this objective was delayed due to budgetary considerations.

For AY 2020-2021, this objective was delayed due to budgetary considerations.

### Improvement Plan/ Changes Made:
For AY 2021-2022, we will continue to look for funding source opportunities to hire additional officer to be added to the staff.

Director of IE's note:  I recommend cancelling this objective as it has been delayed for several years and the financial situation at LSU Eunice has not changed.

**RELATED ITEMS---------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    POLIC 20-21 Increase the effectiveness of the LSU Police Department on the LSUE campus
    Goal Number: 1
    Progress: Completed
    Provided By: LSU Eunice Police and Campus Security
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**POLIC 20-21 Publish Annual Security and Fire Report (Clery Act)**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act is federal law which requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on their respective campuses. The Annual Security and Fire Report for the campus must be compiled and published by October 1 each year.

**Assessment/Evaluation/Measures/Strategies:**
Statistics for the previous calendar year must be compiled, along with the previous two years, and published in the Annual Security and Fire Report.  It is then placed on the LSU Eunice website and email notification sent campus-wide to notify of its availability.  This must be done by October 1 each year as per U.S. Department of Education and The Clery Act.

As this objective runs a year behind due to deadlines, the completion of the 2020 report is examined for the current reporting year.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was met.

For AY 2020-2021, Due to Covid-19 Pandemic, the US Department of Education extended the deadline for the publishing of the Annual Security and Fire until December 31 for this particular year. LSUE's 2020 Annual Security and Fire Report was published on the LSUE website on December 30, 2020 (see PDF file below). The files below also contain verification of the extension to December 30 and verification from Information Technology that it was published.

This objective was met.

Attached Files
  RE_ 2020 Annual Safety and Fire Report extension.pdf
  RE_ 2020 Annual Security and Fire Report.pdf
  2020 annual security and fire report.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022 no changes needed as this is yearly ongoing objective.

**RELATED ITEMS---------------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> POLIC 20-21 Increase the effectiveness of the LSU Police Department on the LSUE campus
> Goal Number: 1
> Progress: Completed
> Provided By: LSU Eunice Police and Campus Security
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
> > **RELATED ITEM LEVEL 2**
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
> > New Number Identifier Field: 2. Student Success
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
> > New Number Identifier Field: 4.  Improvement

**POLIC 20-21 Patrol**
**Objective Number: 2.1**

**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Campus constituencies (faculty, staff, and students) will view the campus as safe and secure.

**Assessment/Evaluation/Measures/Strategies:**
**Student Satisfaction**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

The Noel Levitz Student Satisfaction Survey questions 4 and 13 will be used to determine student satisfaction.  Both of these items will be compared to the national average of the current year and the actual means of the last three years from the survey to be used as a preliminary benchmark (see Table 1).

- #4 is "Security staff respond quickly to calls for assistance."
- #13 is "The campus is safe and secure for all students."

| Table 1. Student Satisfaction Based on Questions 4 and 13 | | | | |
|---|---|---|---|---|
| Spring | Q4 | Q13 | Mean | n |
| 2018 | 5.58 | 6.06 | 5.82 | 485 |
| 2019 | 5.65 | 6.08 | 5.87 | 459 |
| 2020 | 6.25 | 6.56 | 6.41 | 543 |
| weighted means | 5.85 | 6.25 | 6.05 | 1487 |

As a result, the weighted mean = 6.05 is the mean of all three years for both questions. Meeting or exceeding this value will constitute success for this section of the objective.

The Student Satisfaction Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

**Faculty Satisfaction**
Given in the spring semester of each academic year, the faculty survey results will be used. The choices on the faculty survey are:

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree
6. in spring 2020, a not applicable choice was added that had no point value.

Question number 31 "Campus security is adequate." will be used for this assessment. The mean ($\bar{x} = 4.10$) of the past four spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last three years (see Table 2).

| Table 2. Faculty Satisfaction Based on Question #31 | | |
|---|---|---|
| Spring | Q31 | n |
| 2017 | 4.1 | 20 |
| 2018 | 4.1 | 15 |
| 2019 | 3.9 | 29 |
| 2020 | 4.3 | 29 |
| weighted means | 4.10 | 93 |

**Staff Satisfaction**

Given in the spring semester of each academic year, the staff survey results will be used. The choices on the staff survey are:

1. strongly disagree
2. disagree
3. neutral
4. agree
5. strongly agree
6. in spring 2020, a not applicable choice was added that had no point value

Question 21 asking the same thing: "Campus security is adequate" will be used for this assessment. The mean ($\bar{x}$ = 3.82) of the past four spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last three years (see Table 3).

| Table 3. Staff Satisfaction Based on Question #21 | | |
|---|---|---|
| Spring | Q21 | n |
| 2017 | 3.6 | 52 |
| 2018 | 4.0 | 40 |
| 2019 | 3.7 | 27 |
| 2020 | 4.0 | 44 |
| weighted means | 3.82 | 163 |

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was met.

**Student Satisfaction**

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the Police and Campus Security in the following manner (see student satisfaction survey below):

- Overall all sites #4 = 6.14; #13 = 6.43 with $\bar{x}$ = 6.285 and n = 361 (Compared to AY 2019-2020 = 6.47 with n = 416)
- LSUE face-to-face #4 = 6.08; #13 = 6.36 with $\bar{x}$ = 6.22 and n = 228
- LSUA face-to-face #4 = no data; #13 = no data with $\bar{x}$ = -- and n = 1 did not answer questions
- Dual enrollment < 50% of a program #4 = 6.27; #13 = 6.50 with $\bar{x}$ = 6.385 and n = 31

- 8-week and 16-week Online #4 = 6.38; #13 = 6.67 with x̄ = 6.525 and n = 92
- Ochsner Lafayette General Orthopedic Hospital #4 = 6.11; #13 = 6.57 with x̄ = 6.34 and n = 9

The data suggests that the overall from AY 2019-2020 (6.47) dipped just a bit to 6.285 in AY 2020-2021. Online students scored the questions the highest with dual enrollment < 50% of a program coming in second follow by students at the hospital and then finally, LSUE face-to-face students.  All site means were greater than "satisfied".

**Faculty Satisfaction**

Next, the faculty survey was sent out toward the end of the spring 2021 semester with 23 (38.98%) of the 59 faculty responding. The results were that faculty scored the question 31 at a mean of 4.2 with one choosing n/a. The result for AY 2019-2020 was 4.3

**Staff Satisfaction**

Finally, the staff survey also was sent out toward the end of the spring 2021 semester with 47 (47%) of the 100 staff members responding. The results were that staff scored question number 21 at a mean of 3.9. The result for AY 2019-2020 was 4.0.

**Summary**
Given that the mean observed score from

- students at 6.285 > the benchmark of 6.05 (note that the 6.285 also > average of the two national averages = 5.985),
- faculty at 4.2 > the benchmark of 4.10, and
- staff at 3.9 > the benchmark of 3.82,

This objective is met.

Attached Files
  Police and Campus Security Staff Spring 2021 Survey.pdf
  Police and Campus Security RNL Student Satisfaction Survey.pdf
  Police and Campus Security Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, will continue to assess feedback from the LSU Eunice community as needed.

**RELATED ITEMS------------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       POLIC 20-21 Provide for the safety and security of all members of the university community
       Goal Number: 2

Progress: Completed
Provided By: LSU Eunice Police and Campus Security
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**POLIC 20-21 Parking**
**Objective Number: 2.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Campus Security will patrol and monitor parking areas.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the 8-week and 16-week online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Noel Levitz Student Satisfaction Survey given each spring benchmarked against the national average.

- #10= Parking lots are well lighted and secure. National average for Spring 2021 = 5.77 (see left column of NL survey results attached below).
- #21= The amount of student parking space on campus is adequate.  National average is 5.23.
- Averaging the two yields 5.50.  Meeting or exceeding 5.50 will result in meeting this objective.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Attached Files

9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the Police and Campus Security in the following manner (see student satisfaction survey below):

- Overall all sites #10 = 6.37; #21 = 6.07 with $\bar{x}$ = 6.22 and n = 361 (Compared to AY 2019-2020 = 6.03 with n = 416)
- LSUE face-to-face #10 = 6.30; #21 = 5.99 with $\bar{x}$ = 6.145 and n = 228
- LSUA face-to-face #10 = no data; #21 = 6.00 with $\bar{x}$ = -- and n = 1 did not answer question #10
- Dual enrollment < 50% of a program #10 = 6.78; #21 = 6.55 with $\bar{x}$ = 6.665 and n = 31
- 8-week and 16-week Online #10 = 6.59; #21 = 6.25 with $\bar{x}$ = 6.42 and n = 92
- Ochsner Lafayette General Orthopedic Hospital #10 = 7.00; #21 = 7.00 with $\bar{x}$ = 7.00 and n = 9

The data above suggests that students at all sites were either satisfied or very satisfied with the security and amount of parking. Note that LSU Eunice is familiar with the fact that online students do frequently visit campus for one reason or another: this probably leading to the high satisfaction for them as well.

Given that the observed mean of 6.22 > the mean benchmark of 5.50, this objective is met.

Attached Files
 Parking Student Satisfaction.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, will continue to access feedback form the LSUE community for further if needed.

**RELATED ITEMS----------------------------------------------------------**
   **RELATED ITEM LEVEL 1**
   POLIC 20-21 Provide for the safety and security of all members of the university community
   Goal Number: 2
   Progress: Completed
   Provided By: LSU Eunice Police and Campus Security
   Budget Information: none (existing)
   Start: 11/1/2020
   End: 10/31/2021

      **RELATED ITEM LEVEL 2**
      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
      New Number Identifier Field: 2. Student Success

      To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
      New Number Identifier Field: 4.  Improvement

**POLIC 20-21 Emergency Response Training**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**

Train appropriate personnel in emergency response procedures.

**Assessment/Evaluation/Measures/Strategies:**
Completion of training by identified groups.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed due to CV-19.

For AY 2020-2021, this objective was delayed during the first part of AY 2020-2021 due to Covid-19, the creation of the Emergency Operations Committee, and ongoing meetings of this committee to begin review and revisions of emergency procedures was begun in the later part of AY 2020-2021. Meeting minutes were not kept but meetings were held on these dates.

This objective is delayed.

Attached Files
  Meeting 8-6-21.pdf
  Meeting 7-22-21.pdf
  Meeting 6-25-21.pdf
  Meeting 9-3-21.pdf
  Meeting 9-17-21.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, continue the committee meeting to review and revise emergency procedures.  Identify and complete specific training for the committee members.  Selected individual will be attending an instructor certification course in December of 2021 for ALICE (Alert, Lockdown, Inform, Counter and Evacuate) (a PDF file of the website is below) an active shooter response protocol (see Certification Training PDF file below).  This will enable that individual to conduct additional and more hands-on training on the LSU Eunice campus for all faculty, staff and students. Continue looking for opportunities and subject matters to prepare for and educate about emergency preparedness and response.

Director of IE's Note:  Summary Meeting Minutes should be kept of each meeting.  I recommend discussing this with Cabinet for administrative Assistance.

Attached Files
  ALICE Instructor Certification Training   (Jennings Police Department) Jennings, LA - Event Summary    Online Registration by Cvent.pdf
  PDF File of the Website.pdf

**RELATED ITEMS---------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        POLIC 20-21 Provide regular training in emergency response procedures to campus personnel

Goal Number: 3
Progress: Completed
Provided By: LSU Eunice Police and Campus Security
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

# Public Affairs

**PR 20-21 Marketing and Advertising**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New Objective:  Continue to create and implement a marketing and advertising plan for LSUE to meet its enrollment and retention goals.

Old Objective:  Begin the process of creating and implementing a marketing and advertising plan for LSUE to meet its enrollment and retention goals.  Include specific strategies that target prospective students, current students, alumni and friends of the university to encourage enrollment, participation and philanthropic support to LSUE.

Rationale:  This objective is a continuation of the past objective and is more succinct. In addition, methodology that belongs in the strategies section is removed.

**Assessment/Evaluation/Measures/Strategies:**
New Strategy:  During AY 2020-2021, a comprehensive marketing initiative will be made with *The Advocate* to provide third-party digital marketing as well as advertisement placement on in-house properties.

Old Strategy:  Creation of the plan and beginning to implement it will constitute success.  Note that this is a long-term objective and will span over several years due to the amount and variability of programs at LSUE, the fact that programs are being added, and the various number of marketing strategies that will prove effective.
During AY 2017-2018 a partial plan was put into place to finish the year.  A year-long plan needed to be created and implemented in 2018-2019.

Rationale:  Updated to reflect the wishes of the Chancellor and the revised objective.

Attached Files
  AdvocateContract (1).pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, LSU Eunice's partnership with *The Advocate* was continued as they provide digital marketing capabilities as well as advertisement placement in-house on their website and newspaper. The LSUE website and social media channels saw a significant increase in traffic.

As a result, this objective was met.

**Improvement Plan/ Changes Made:**
We will continue our partnership with *The Advocate* for AY 2021-2022 with a concentrated focus on more representation in general news and human-interest stories to help further brand awareness among our general population locally.

**RELATED ITEMS-----------------------------------------------------------**
**RELATED ITEM LEVEL 1**
PR 20-21 Develop and implement a comprehensive marketing and advertising plan.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs
Budget Information: The budget for marketing and advertising was increased for AY 2020-2021 by $10,000 at the discretion of the Chancellor.
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**PR 20-21 Marketing and Visibility - Social Media Plan**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Continue the implementation of a social media plan and calendar for LSU Eunice to enhance the university brand, assist with enrollment management's goals, and create a consistency in messages leaving the university.

**Assessment/Evaluation/Measures/Strategies:**
For AY 2020-2021, LSU Eunice continued to create and implement a plan to market and advertise LSU Eunice through social media. In addition, in-house social media campaigns, we also leveraged our partnership with *The Advocate* for more strategic campaigns that are age and geographically targeted. Note that this is a long-term objective and will span over several years due to the amount and variability of social media.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, all social media channels saw increase in all major measurables: likes or follows, views, shares and impressions.

Objective met.

Attached Files
  Facebook Reach 202021.pdf

**Improvement Plan/ Changes Made:**
For AY 2021-2022, we will continue to provide more visual mediums as that has had the most success in attraction people to our social media channels.

**RELATED ITEMS----------------------------------------------------------**

**RELATED ITEM LEVEL 1**

PR 20-21 Develop and implement a comprehensive marketing and advertising plan.
Goal Number: 1
Progress: Completed
Provided By: Public Affairs
Budget Information: The budget for marketing and advertising was increased for AY 2020-2021 by $10,000 at the discretion of the Chancellor.
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

## Student Affairs

## Admissions and Recruitment

**ADRE 20-21 Bengal Day**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Prospective students will indicate that they are more likely to enroll at LSU Eunice after having attended Bengal Day today.

**Assessment/Evaluation/Measures/Strategies:**
Assessment will take place using question five on a post event satisfaction survey (Are you more or less likely to enroll at LSU Eunice after having attended Bengal Day today?).

Benchmark of 75% for students answering "more likely to attend" on question five has been established based on history of the event.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of 40 of the 43 (93.02%) respondents indicated they are more likely to attend LSU Eunice after attending Bengal Day, which is above the target of 75%.

Given that the observed value of 93.02% > than the established benchmark of 75%, this objective is met.

Attached Files
  Bengal Day Survey Result.pdf

**Improvement Plan/ Changes Made:**
Recruiting staff will continue to provide prospective students and parents with a special on campus experience during Bengal Days as out premiere campus showcase event.  We will offer more Bengal Days during the 2021-2022 year to further expand the impact to more individuals.

**RELATED ITEMS----------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> ADRE 20-21 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
> Goal Number: 1
> Progress: Completed
> Provided By: Admissions and Recruitment
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
> > **RELATED ITEM LEVEL 2**
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
> > New Number Identifier Field: 1. Ensure Access

**ADRE 20-21 Student Satisfaction with Admissions**
**Objective Number: 1.2**

**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with the admissions process.

**Assessment/Evaluation/Measures/Strategies:**
Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome benchmarked against national satisfaction for three questions related to admissions (see highlighted on left side).

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopedic Hospital (LG Ortho).

The following questions will be used to assess this objective:

7. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.68)
17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.68)
20. Students are made to feel welcome here. (national mean = 6.14)

The Inventory uses the following Likert Scale for the questions asked:

8. Not satisfied at all
9. Not very satisfied
10. Somewhat dissatisfied
11. Neutral
12. Somewhat satisfied
13. Satisfied

14. Very Satisfied

Success for this objective will be for LSUE questions to score greater or equal to the overall national mean for the three questions = 5.833.

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from Table 1 and in the PDF file below.

| No | Question | National | Overall | LSUE FF | LSUA FF | Dual Enroll < 50% | Online | OLG Hospital |
|----|----------|----------|---------|---------|---------|-------------------|--------|--------------|
| | Table 1. Satisfaction with Admissions | | | | | | | |
| 7 | Admissions staff provide personalized attention prior to enrollment. | 5.68 | 6.06 | 5.90 | -- | 6.17 | 6.36 | 5.89 |
| 17 | Admissions counselors accurately portray program offerings in their recruiting practices. | 5.68 | 6.00 | 5.85 | -- | 6.33 | 6.28 | 6.00 |
| 20 | Students are made to feel welcome here. | 6.14 | 6.33 | 6.23 | -- | 6.76 | 6.53 | 5.71 |
| | Means | 5.833 | 6.130 | 5.993 | -- | 6.420 | 6.390 | 5.867 |
| | N | 69,527 | 361 | 228 | 1 | 31 | 92 | 9 |

It is worth noting that the satisfaction survey is sent to a cross-section of students so many of the students were not new first-time students. In addition, it is worth noting that students at the Ochsner Lafayette General Orthopedic Hospital are enrolled in the nursing and surgical technology programs so it may have been as much as a year or two since any of them worked with admissions personnel. The data in Table 1 indicates that each site exceeded the 5.833 benchmark and that most students are satisfied with the admissions staff.

Given that the overall observed score = 6.130 > the benchmark established by the national averages = 5.833, this objective is met.

Attached Files
Admissions NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
The Admissions office will implement a Team's folder that will allow shared access to advisors for new student transcripts that will enable a faster response time to scheduling students for upcoming semesters. The admissions and acceptance letters have been reworded to reduce and eliminate confusion with students as to where the student is in the process and what are the next step(s) the student must complete next.

Attached Files
  Acceptance letter.pdf

**RELATED ITEMS-----------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  ADRE 20-21 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.
  Goal Number: 1
  Progress: Completed
  Provided By: Admissions and Recruitment
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

**ADRE 20-21 Increase Unduplicated enrollment headcount**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Enrollment Management seeks to increase overall enrollment at LSUE and its various sites for fall 2021.

**Assessment/Evaluation/Measures/Strategies:**
Target for this enrollment increase is to remain flat from fall 2018 because the Chancellor that left in December 2018 established no targets. Fall 2018 enrollment = 3,232 students. This benchmark is used because it was one of LSU Eunice's highest headcounts.

Meeting or exceeding 3,232 would be considered success.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. Student Affairs personnel increased the representation on the Enrollment Management Committee.

For AY 2020-2021, the unduplicated headcount enrollment for Fall 2021 was 3,023 at census date (see the lower right corner of the pdf file below).

Given that the unduplicated headcount for fall 2021 = 3,023 < the established benchmark of 3,232, This objective was not met.

Attached Files
  [Undup Headcount Enrollment.pdf](Undup Headcount Enrollment.pdf)

**Improvement Plan/ Changes Made:**
After a review of Objective 2.1 as it is currently published, it does not seem to be appropriate to measure the effectiveness of Admissions and Recruitment for overall increases for unduplicated headcount, considering that continuing students and preparatory students make up a large quantity of that population. Preparatory student enrollment is covered by Dual Enrollment and LSU Eunice Academy Objective 1.1 under Academic Affairs.

For AY 2021-2022, Goal 2 will be changed to: "Increase the number of new, transfer, & reentry student unduplicated headcount enrollment."

Objective 2.1 will be changed to: "Increase the number of applications completed by new, transfer, & reentry students." Objective 2.2 will be created to focus on increasing the conversion rate of new, transfer, and reentry applicants to registered students at census date. The previous two years* of data will be utilized to establish a baseline measure from which a target can be established for each of these two objectives.

*NOTE: The rationale behind only using two years of data is that beginning with the Fall 2020 application, the application fee was moved to the back end of registration and not required to be paid at the time of application. This change resulted in a large increase in the number of processed applications. Utilizing application and conversion rate data from prior to Fall 2021 and Fall 2020 would result in misleading data from which to establish a benchmark.

These two objectives will contribute to the newly created goal to more accurately review and evaluate the efforts of Admissions and Recruitment.

Director of IE's note:  Agree with change.

**RELATED ITEMS**-------------------------------------------------------------
        **RELATED ITEM LEVEL 1**
        ADRE 20-21 Increase overall Unduplicated enrollment headcount
        Goal Number: 2
        Progress: Completed

Provided By: Admissions and Recruitment
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

**ADRE 20-21 Immunizations**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End:10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
All new students shall furnish proof that they have satisfied the immunization requirement prior to registration of classes.

**Assessment/Evaluation/Measures/Strategies:**
Submission of immunization records or waiver form by all newly registered students each semester.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, all students have immunization holds that prevent them from registering until they have signed waivers or submitted their records.  Attached PDFs below shows a copy of an admissions application on which the waiver was electronically signed and a copy of the immunization waiver text as it exists on the admissions application.  The electronic version of the waiver goes into a database as it is part of the application process.

Given that all students have either indicated appropriate immunization or waivers, this objective was met.

Attached Files
  Immunization Waiver (on app).pdf
  Immunization Waiver (paper).pdf

**Improvement Plan/ Changes Made:**

Admissions will continue to require immunization records or waivers of all newly registered students to comply with Act No. 251 of the 2006 Regular Session of the Louisiana Legislature.

Discussion with IE director on 10/14/2021 is required by law and not necessary to continue the objective. As a result, this objective will be canceled.

Director of IE agrees.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    ADRE 20-21 Track Student Immunization records to assure that all new students meet health requirements.
    Goal Number: 3
    Progress: Completed
    Provided By: Admissions and Recruitment
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

**ADRE 20-21 Orientation**
**Objective Number: 4.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with orientation.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Feedback from the Noel Levitz Student Satisfaction Inventory question number 42 "The orientation program provides helpful information about campus life and access to services for new students" will be used as a measurement. There is a 7-point scale for the Noel Levitz Student Satisfaction Inventory. The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

This is a LSUE site-based question. As a result, there is no national average. As a result, 5.925 will be used as a benchmark for the Noel Levitz Satisfaction in AY 2020-2021 calculated using a weighted mean as shown in Table 1.

Table 1. Noel Levitz Student Satisfaction with Orientation.

| AY | Mean | N |
|---|---|---|
| 2013-2014 | 5.97 | 402 |
| 2014-2015 | 5.80 | 401 |
| 2015-2016 | 6.06 | 361 |
| 2016-2017 | 5.90 | 566 |
| 2017-2018 | 5.92 | 485 |
| 2018-2019 | 5.93 | 459 |
| 2019-2020 | --- | --- |
| Weighted Mean | 5.926 | 2674 |

NOTE:  A clerical error (duplication of question 41 instead of question 42) prevented data from being collected in spring 2020.

Attached Files
  9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective inconclusive due to a clerical error. A question was to be asked about orientation on the Noel Levitz Student Satisfaction Survey; however, it was omitted, and another question was duplicated instead.

For AY 2020-2021, this objective was met.  The RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the orientation question number 42 in the following manner:

- Overall mean = 6.13, n = 361
- LSUE face-to-face site mean = 6.08, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.09, n = 31
- 8-week and 16-week online mean = 6.14, n = 92
- Ochsner Lafayette General Hospital mean = 6.57, n = 9

As noted in the data above, students scored the question as a mean of 6.13 (just above "satisfied"). In fact, all LSUE sites scored above the "satisfied". Note that the Ochsner Lafayette General Hospital site are not new students. They are students accepted into the nursing and surgical technology programs. As a result, their orientation deals with their individual programs and not an overall new student orientation.  This is mentioned only because the data cannot (and was not) removed.

Given that the observed satisfaction mean of 6.13 > the historical benchmark of 5.926, this objective is met.

Attached Files
  Admis Recruit Orientation NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Given the COVID situation, the online orientation did fulfill the requirements of the student participating in and passing the orientation quizzes successfully to advance in the process of being advised and creating a schedule for the planned semester of enrollment.

Changes are being discussed as to having on campus orientations as these events are more effective in the overall student experience at LSU Eunice.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    ADRE 20-21 Provide orientation for new students to acquaint themselves with the university
    Goal Number: 4
    Progress: Completed
    Provided By: Admissions and Recruitment
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**ADRE 20-21 Increase Fall to Spring New First-Time Full-Time Student Retention**
**Objective Number: 5.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
**New objective:**  LSU Eunice will increase the fall-to-spring new first-time student retention.

**Replaces:** LSU Eunice will increase the fall to spring new first-time full-time student retention.

**Rationale:**  This objective was updated to include all new first-time students because LSU Eunice's data for first-time full-time and first-time full-time degree seeking are similar. This led to some of the Academic Affairs and Student Affairs objectives essentially being the same. In addition, this objective was updated so data could be examined by full-time and part-time as LSU Eunice becomes a member of the National Student Clearinghouse's Postsecondary Data Partnership.

**Assessment/Evaluation/Measures/Strategies:**

Methodology: Data generated for this objective is obtained from LSU Eunice's Office of Institutional Research. It utilizes the fall census data and compares it to the same institution following spring census data (see Table 1).

| Table 1. Fall-to-Spring Retention of First-Time Students | | | |
|---|---|---|---|
| Initial Enrollment | First-Time Enrolled | Returned to LSU Eunice the Following Spring | Retention Rate |
| FA 11 | 801 | 634 | 79.15 |
| FA 12 | 776 | 607 | 78.22 |
| FA 13 | 704 | 581 | 82.53 |
| FA 14 | 801 | 609 | 76.03 |
| FA 15 | 724 | 590 | 81.49 |
| FA 16 | 869 | 703 | 80.90 |
| FA 17 | 801 | 659 | 82.27 |
| FA 18 | 920 | 712 | 77.39 |
| FA 19 | 784 | 592 | 75.51 |
| Totals | 7180 | 5687 | 79.21 |

The Benchmark is an average of the last nine-year, retention from fall 2011-spring 2012 to fall 2019-spring 2020 which is 79.21%.

Meeting or exceeding the 79.21% will constitute meeting this objective.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective (in its former version) was not met. Student Affairs and Business Affairs through the Enrollment Management Committee began to:

- email students who were not registered for spring 2020 (see DOC 1),
- email students when classes were dropped for nonpayment (see DOC 2),
- remove holds for students with balances of $200 or below (see highlighted in DOC 3), and
- Student Affairs will expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office representatives to broaden communication of enrollment plans (see DOC 3: attendance, Coach Jeff Willis; Audwin Donatto is from the Business Office; Jackie Lachapelle is from Financial Aid).
- encourage students to contact Business Affairs so that a plan could be developed for outstanding balances (see DOC 4).
- text message current students not registered for the next semester - in this case spring 2020 (see DOC 5)

For AY 2020-2021, according to the Office of Institutional Research, a total of 883 new first-time students were enrolled on census day in fall 2020 with 643 (72.82%) being retained to spring 2021.

Given that the observed fall 2020 to spring 2021 = 72.82% < the nine-year benchmark = 79.21%, this objective is not met.

Attached Files
 DOC 1 12-6-19 Email to Student about Spring 2020 Registration Reminder.pdf
 DOC 2 12-19-19 Email to Student about Spring 2020 Classes being Dropped.pdf
 DOC 4 4-16-20 Example of Business Office E-mail Sent to Student with Balance.pdf
 DOC 3 3-12-20 Enrollment Management Meeting Removing Holds for Students with Small Balances.pdf
 DOC 5 Evidence of Texting Students about Registering for Spring 2020.pdf

**Improvement Plan/ Changes Made:**
Given the COVID situation and stress dealt with by students, the goal was not met.

A more intense and concentrated effort on communicating with students via email, text, and phone calls will take place.  In addition, student ambassadors and SGA members will participate in the communication efforts.  Financial aid and CARES Act funding information will be targeting those students who qualify.

Director of IE's Note:  This objective will move under Student Affairs with the next cycle.  Both the Interim Associate Vice Chancellor for Student Affairs and I believe that it does not belong under Admissions and Recruiting. Note that it ended up here when Student Affairs and Enrollment Management were collapsed to one department.

**RELATED ITEMS-----------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        ADRE 20-21 Increase Student Retention
        Goal Number: 5
        Progress: Completed
        Provided By: Admissions and Recruitment
        Budget Information: none (existing)
        Start: 11/1/2020
        End: 10/31/2021

                **RELATED ITEM LEVEL 2**
                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
                New Number Identifier Field: 1. Ensure Access

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
                New Number Identifier Field: 2. Student Success

                To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4.  Improvement

**ADRE 20-21 Increase Fall to Fall New First-Time Student Retention**
**Objective Number: 5.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
**New objective:**  LSU Eunice will increase the fall-to-fall new first-time student retention.

**Replaces:** LSU Eunice will increase the fall-to-fall new first-time full-time student retention.

**Rationale:**  This objective was updated to include all new first-time students because LSU Eunice's data for first-time full-time and first-time full-time degree seeking are similar. This led to some of the Academic Affairs and Student Affairs objectives essentially being the same. In addition, this objective was updated so data could be examined by full-time and part-time as LSU Eunice becomes a member of the National Student Clearinghouse's Postsecondary Data Partnership.

**Assessment/Evaluation/Measures/Strategies:**
Methodology:  Data generated for this objective is obtained from LSU Eunice's Office of Institutional Research. It utilizes the fall census data and compares it to the same institution following fall census data (see Table 1).

| Table 1. Fall-to-Fall Retention of First-Time Students. | | | |
|---|---|---|---|
| Initial Enrollment | First-Time Initially Enrolled | Returned to LSU Eunice the Following Fall | Retention Rate |
| FA 11 | 801 | 390 | 48.69 |
| FA 12 | 776 | 376 | 48.45 |
| FA 13 | 704 | 376 | 53.41 |
| FA 14 | 801 | 379 | 47.32 |
| FA 15 | 724 | 386 | 53.31 |
| FA 16 | 869 | 409 | 47.07 |
| FA 17 | 801 | 414 | 51.69 |
| FA 18 | 920 | 438 | 47.61 |
| Totals | 6396 | 3168 | 49.53 |

The Benchmark is an average (mean) of the last eight years, retention from fall 2011-fall 2012 to fall 2018-fall 2019 which is 49.53%. Meeting or exceeding the 49.53% will constitute meeting this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective (in its former version) was not met. Student Affairs and Business Affairs through the Enrollment Management Committee began to:

- email students who were not registered for spring 2020 (see DOC 1),
- email students when classes were dropped for nonpayment (see DOC 2),
- remove holds for students with balances of $200 or below (see highlighted in DOC 3),
- Student Affairs will expand the Enrollment Management Committee to include athletics, foundation, recruiters, and business office representatives to broaden communication of enrollment plans (see DOC 3 attendance, Coach Jeff Willis; Audwin Donatto is from the Business Office; Jackie Lachapelle is from Financial Aid), and
- encourage students to contact Business Affairs so that a plan could be developed for outstanding balances (see DOC 4).

For AY 2020-2021, according to the Office of Institutional Research, a total of 784 new first-time students were enrolled on census day in fall 2019 with 390 (49.74%) being retained to fall 2020.

Given that the observed fall 2020 to spring 2021 = 49.74% > the eight-year benchmark = 49.53%, this objective is met.

Attached Files
DOC 2 12-19-19 Email to Student about Spring 2020 Classes being Dropped.pdf
DOC 1 12-6-19 Email to Student about Spring 2020 Registration Reminder.pdf
DOC 3 3-12-20 Enrollment Management Meeting Removing Holds for Students with Small Balances.pdf
DOC 4 4-16-20 Example of Business Office E-mail Sent to Student with Balance.pdf

**Improvement Plan/ Changes Made:**
Improved communications from the Admissions, Registrar, and Recruiting assisted in meeting the goal. The Enrollment Management committee will continue to monitor and evaluate as to developing reports and communications with students to encourage retention and graduation of students.

Director of IE's Note:  This objective will move under Student Affairs with the next cycle.  Both the Interim Associate Vice Chancellor for Student Affairs and I believe that it does not belong under Admissions and Recruiting. Note that it ended up here when Student Affairs and Enrollment Management were collapsed to one department.

**RELATED ITEMS--------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**

ADRE 20-21 Increase Student Retention
Goal Number: 5
Progress: Completed
Provided By: Admissions and Recruitment
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Financial Aid

**FIAD 20-21 Financial Aid Awards**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Prospective students and parents will have access to and understand the importance of financial aid availability and applications procedures and be satisfied with the procedures.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Use of Noel Levitz Student Satisfaction Survey results from question number 5 for Spring 2021.

#5.  Financial Aid awards are announced in time to be helpful in college planning.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Beginning 2019-2020, meeting objective will be exceeding or meeting the national average for the past four years which is 5.41. (Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range).

- 2016-2017 = 5.40
- 2017-2018 = 5.42
- 2018-2019 = 5.41
- 2019-2020 = 5.41

Attached Files
 9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the financial aid information in the following manner:

- Overall mean = 5.84, n = 361 (compared to 5.82, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 5.72, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.29, n = 31
- 8-week and 16-week online mean = 6.19, n = 92
- Ochsner Lafayette General Hospital mean = 4.38, n = 9

As noted in the data, students rated their satisfaction with information slightly higher in AY 2020-2021 with a mean of 5.84 compared to a 5.82 in AY 2019-2020. Students also scored the financial aid question better than "somewhat satisfied" at all face-to-face sites and online except the Ochsner Lafayette General Hospital site.  This is curious given the fact that students at the hospital are continuing students who have been accepted into the nursing and surgical technology programs. Their awards are announced using the same procedure as all other students; however, the award announcement does depend on the student filing all of their financial paperwork.

Please also keep in mind that with an n = 9 and sampling error may be occurring. As a result, the parameters of the sample may not be similar to those of the population. Another note is that the hospital students rated question #5 a 4.17 in AY 2019-2020 so the mean of 4.38 is a slight improvement.

Finally, it is worth noting that the mean of 5.84 for the overall at all LSUE sites exceeds the national mean of 5.54.

Given that the observed overall mean = 5.84 > historical mean of 5.41, this objective is met.

Attached Files

 Financial Aid Information NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
We will monitor into next year given we have experienced two hurricanes, a pandemic and freezing weather last year.

**RELATED ITEMS------------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> FIAD 20-21 Provide financial resources for eligible students in support of their educational/career goals.
> Goal Number: 1
> Progress: Completed

Provided By: Financial Aid
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**FIAD 20-21 Financial Aid Resources**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The institution will help students identify resources to finance their education.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2021.

#23. This institution helps me identify resources to finance my education.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for the last four years which is 5.473. (Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range).

- 2016-2017 = 5.40
- 2017-2018 = 5.45
- 2018-2019 = 5.47
- 2019-2020 = 5.57

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the financial aid resources in the following manner:

- Overall mean = 5.81, n = 361 (compared to 5.98, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 5.60, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.35, n = 31

- 8-week and 16-week online mean = 6.16, n = 92
- Ochsner Lafayette General Hospital mean = 5.29, n = 9

As noted in the data, students at all LSUE sites rated the resources question "somewhat satisfied" (≥ 5) or higher with most of the sites rating it as "satisfied" (≥ 6). The overall mean of 5.81 is slightly less than the mean of 5.98 from AY 2019-2020). The current mean at the Ochsner Lafayette General Hospital of 5.29 is slightly less than last year when it was 5.33 (note the small n = 9). It is also worth noting that the overall LSUE mean of 5.81 > the national mean at 5.60 for 69,527 students.

Given that the overall observed mean = 5.81 > the four-year historical average = 5.473, this objective is met.

Attached Files
 Financial Aid Resources NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
We will monitor into next year due to having experienced two hurricanes, a pandemic and freezing weather last year.

**RELATED ITEMS---------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> FIAD 20-21 Provide financial resources for eligible students in support of their educational/career goals.
> Goal Number: 1
> Progress: Completed
> Provided By: Financial Aid
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
>> **RELATED ITEM LEVEL 2**
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
>> New Number Identifier Field: 1. Ensure Access
>>
>> To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
>> New Number Identifier Field: 2. Student Success

**FIAD 20-21 Financial Aid-Scholarships**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**

**Progress: Completed**

**Objective With Intended Outcomes:**
High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

**Assessment/Evaluation/Measures/Strategies:**
The measurement will be the total amount of scholarships disbursed as awarded by the LSU Eunice Scholarship Committee. The benchmark will be the simple mean of the total amount of scholarships disbursed for the 5 prior years (AY 2015-2016 through AY 2019-2020) which is $191,429.

Meeting or exceeding $191,429 will be considered as meeting this objective.

Attached Files
  Scholarship Fact Book 2019-2020.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the amount of scholarships awarded was $261,075.

Since the observed value of $261,075 > the benchmark of $191,429. Objective 1.3 is met for 2020-2021.

Attached Files
  Scholarship Fact Book Running Totals 20-21.pdf

**Improvement Plan/ Changes Made:**
Monitor into next year because scholarships increased by 10 for an increase of $23,639 from AY 2019-2020 to AY 2020-2021.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    FIAD 20-21 Provide financial resources for eligible students in support of their educational/career goals.
    Goal Number:   1
    Progress: Completed
    Provided By: Financial Aid
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**FIAD 20-21 Financial Aid Counseling**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Financial aid counseling is available to students as needed.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below). For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2021.

#15. Financial aid counseling is available if I need it.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the four year national average which is 5.72.
- 2016-2017 = 5.66
- 2017-2018 = 5.69
- 2018-2019 = 5.72
- 2019-2020 = 5.81

Attached Files
[9-21-20 Email on NL Methodology.pdf](9-21-20 Email on NL Methodology.pdf)

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the financial aid counseling in the following manner:

- Overall mean = 6.08, n = 361 (compared to 6.08, n = 543 during AY 2019-2020)
- LSUE face-to-face site mean = 5.89, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.44, n = 31
- 8-week and 16-week online mean = 6.42, n = 92
- Ochsner Lafayette General Hospital mean = 5.50, n = 9

As noted in the data, students at all LSUE sites rated the resources question "somewhat satisfied" (≥ 5). In addition, the overall mean for AY 2020-2021 = the overall mean for AY 2019-2020 at 6.08. It is also worth noting that the overall LSUE mean of 6.08 > the national mean of 5.84 for 69,527 students.

Given that the observed overall mean of 6.08 > the four-year historical average of 5.72, this objective is met.

Attached Files
  [Financial Aid Counseling NL-SequentialSite.pdf](Financial Aid Counseling NL-SequentialSite.pdf)

**Improvement Plan/ Changes Made:**
We will monitor into next year given we gave experienced two hurricanes, a pandemic and freezing weather last year.

**RELATED ITEMS------------------------------------------------------------**
  **RELATED ITEM LEVEL 1**
  FIAD 20-21 Provide financial resources for eligible students in support of their educational/career goals.
  Goal Number: 1
  Progress: Completed
  Provided By: Financial Aid
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

# Registrar

**REG 20-21 Registrar's Office - Faculty Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Faculty will be satisfied with the Registrar's Office.

**Assessment/Evaluation/Measures/Strategies:**
The Faculty Survey will be administered during the Spring 2021 semester. Two questions will be used to determine faculty satisfaction.

- #27. Registration procedures are satisfactory.
- #47. Staff in the Registrar's Office are helpful.

The choices on the faculty survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. n/a = not applicable

An overall combined mean of 4.00 will be considered as the benchmark for meeting this objective.  This will allow for fluctuations of opinions one way or the other for each of the questions.

Director of IE's note:  The 4.00 will be maintained for AY 2020-2021 because the objective was new last year. In addition, the 4.00 is "agree".

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, notification of the availability of the spring faculty survey went out in the middle of spring 2021. A total of 23 (38.98%) of the 59 faculty completed the survey rating the Registrar's Office (see PDF file below) as:

- #27 mean = 3.7 (compared to 3.8 in AY 2019-2020)
- #47 mean = 4.5 (compared to 4.4 in AY 2019-2020)
- Overall (combined mean) = 4.1 (compared to 4.1 in AY 2019-2020)

As noted, this objective scored similarly to last year, both = 4.1 overall.

Given that the observed combined mean on the faculty survey of 4.1 > 4.0, this objective is met.

Attached Files
 Registrar's Office Faculty Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
The Office of the Registrar has provided more information in the registration guide as to those student groups eligible to enroll with the dates and times of the early registration period.  This will assist the faculty with advising and scheduling of students who are their advisees.  Given the natural disasters we incurred in the past year, the Registrar's office will be more flexible with deadlines and assisting faculty with their grade and

attendance verification submittals.  The Office of the Registrar will be more available to assist with degree audits.  The office has created a team's folder to make accessible transcripts from incoming student to expedite the advising of those students.

**RELATED ITEMS**---------------------------------------------------------------
  **RELATED ITEM LEVEL 1**
  REG 20-21 To meet the needs during the registration process of students, faculty, and staff
  Goal Number: 1
  Progress: Completed
  Provided By: Registrar
  Budget Information: none (existing)
  Start: 11/1/2020
  End: 10/31/2021

    **RELATED ITEM LEVEL 2**
    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
    New Number Identifier Field: 1. Ensure Access

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
    New Number Identifier Field: 2. Student Success

    To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
    New Number Identifier Field: 4.  Improvement

**REG 20-21 Registrar's Office - Staff Satisfaction**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Staff will be satisfied with the Registrar's Office.

**Assessment/Evaluation/Measures/Strategies:**
The Staff Survey will be administered during the Spring 2021 semester with two questions used to judge staff satisfaction with the Registrar's Office

- #23.  Registration procedures are satisfactory.
- #40.  Staff in the Registrar's Office are helpful.

The choices on the staff survey are

1. = strongly disagree
2. = disagree
3. = neutral
4. = agree
5. = strongly agree
6. = n/a (does not have a value on the Likert Scale)

An overall combined mean of 4.00 will be considered as the benchmark for meeting this objective.  This will allow for fluctuations of opinions one way or the other for each of the questions.

Director of IE's note:  The 4.00 will be maintained for AY 2020-2021 because the objective was new last year.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was tentatively met. It was decided to monitor the results given that last year was the first year for this objective.

For AY 2020-2021, the annual staff satisfaction survey became available toward the middle of the spring 2021 semester. A total of 47 (47%) of the 100 staff members responded to the survey rating the Registrar's Office as follows (see file below).

- #23 mean = 3.9 (compared to 3.5 in AY 2019-2020)
- #40 mean = 4.4 (compared to 4.2 in AY 2019-2020)
- Overall (combined mean) = 4.15 (compared to 3.85 in AY 2019-2020)

As noted above, the satisfaction with both increased in AY 2020-2021 versus AY 2019-2020. In fact, the 4.15 from the current year > 4.0 needed for "agree".

Given that the observed combined mean of 4.15 > the benchmark for agreed = 4.0, this objective is met.

Attached Files
 Registrar Office Satisfaction Staff Spring 2021 Survey.pdf

**Improvement Plan/ Changes Made:**
The Office of the Registrar implemented a new procedure for the processing of bankruptcy approvals where advisors would be able to view the effective semester when the bankruptcy approval would take effect as opposed to waiting for the census date for OIT to update the transcript

notes.  This change allowed for advisors to properly advise new students.  In addition, the office streamlined the processing of the credit form application for faculty/staff to process for those students requesting credit for courses and paying for the credits.

The office will continue to inform staff of deadlines as to grade processing and changes to the registration guide and academic catalog.  We will implement new electronic signatures for documents and the scanning of those records to increase response time to inquiries and assistance.  Forms will be updated to assist in the processing of the requested information.

**RELATED ITEMS--------------------------------------------------------------**
> **RELATED ITEM LEVEL 1**
> REG 20-21 To meet the needs during the registration process of students, faculty, and staff
> Goal Number: 1
> Progress: Completed
> Provided By: Registrar
> Budget Information: none (existing)
> Start: 11/1/2020
> End: 10/31/2021
>
> > **RELATED ITEM LEVEL 2**
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
> > New Number Identifier Field: 1. Ensure Access
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
> > New Number Identifier Field: 2. Student Success
> >
> > To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
> > New Number Identifier Field: 4.  Improvement

**REG 20-21 Registrar's Office - Student Satisfaction**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with the Registrar's Office.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on RNL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Two Questions on the Noel Levitz Survey examine the satisfaction.

- #2.  Classes are scheduled at times that are convenient for me.
- #19.  Registration processes and procedures are convenient.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The preliminary benchmark is somewhat satisfied (5.0) or the mean of the two questions for the national average.  For AY 2020-2021, the mean of question 2 was 5.78 and the mean of question 19 was 5.96 so using a simple average, the mean of the questions was 5.87 with an n = 69,527 (see the left column of the NL-Sequential Site PDF file in the Progress Report below).

Attached Files
  9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored the financial aid counseling in the following manner:

- Weighted from all LSUE sites #2 = 6.12, #19 = 6.15, mean = 6.135, n = 361 (compared to 6.235, n = 416 in AY 2019-2020)
- LSUE face-to-face #2 = 5.95, #19 = 5.98, mean = 5.965 with n = 228
- LSUA face-to-face #2 = no data, #19 = no data, mean = ---, n = 1 did not complete questions
- Dual enrollment < 50% of a program #2 = 6.39, #19 = 6.54, mean = 6.465, n = 31
- All online #2 = 6.40, #19 = 6.38, mean = 6.39, n = 92
- Ochsner Lafayette General Orthopedic Hospital #2 = 6.33, #19 = 6.33, mean = 6.33, n = 9

The AY 2020-2021 students rated the overall mean at 6.135 which is slightly less than the 6.235 from AY 2019-2020. Students at all sites rated the Registrar's Office at least "somewhat satisfied" (≥ 5) with most sites rating it at "satisfied" (≥ 6) as shown above.

Given that the observed mean of 6.12 > the national combined mean of 5.87, this objective is met.

Attached Files
 Registrar's Office Student Satisfaction NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Registration dates and times have been more defined and communicated to the students via text, email, and website posting.  Multiple reminders were sent to students informing them of deadlines and requesting questions/concerns be expressed as to the registration process.

The communications process will be refined with targeting our student population by certain groups such as majors and/or hours completed.  In addition, communications with the respective deans will be increased as to class and section availability to allow students to enroll in courses needed to graduate and/or transfer.

**RELATED ITEMS-----------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    REG 20-21 To meet the needs during the registration process of students, faculty, and staff
    Goal Number: 1
    Progress: Completed
    Provided By: Registrar
    Budget Information: none (existing)

Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## Residential Life

**RL 20-21 Maximize In-Room Occupancy**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
The maximum number of available bed spaces will be occupied with students marked as "in-room" by the specified date.

**Assessment/Evaluation/Measures/Strategies:**
For the purposes of housing occupancy reporting, September 10 will be the final occupancy reporting date, regardless of the first date of classes or move-in dates, which may vary.

The following occupancy rates were measured and observed from the previous three years on the date of September 10.

- 2018: 210/212 occupied at 99.01%
- 2019: 212/212 occupied at 100%
- 2020: 205/212 occupied at 96.7

3-year average occupancy is 98.57%.  As this is the first year for this objective, the 98.57% will be used as the tentative target benchmark from which future planning will be based.

Director of IE's Note:  Agree with methodology. There is no need to use a grand mean in this case because the total ns will be nearly equal.  For example, calculating the grand mean this year yields 98.5894% is only 0.01947 of a percentage point from what Student Affairs calculated.

Attached Files
  2020 INRM Report (9-10-20).pdf
  2019 INRM Report (9-10-19).pdf
  2018 INRM Report (9-10-18).pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, there were 210 in-room occupants (out of 212 available beds) on September 10, 2021, resulting in an occupancy rate of 99.01%.

Given that the observed value of 99.01% > the historical benchmark of 98.57%, this objective was met.

Attached Files
  2021 INRM Report by Date (9-10-21).pdf

**Improvement Plan/ Changes Made:**
These results were shared with all housing staff and the Associate Vice Chancellor for Student Affairs to make the case for the need for additional housing as we continue to operate at close to full capacity for the start of the academic year.

**RELATED ITEMS**----------------------------------------------------------
      **RELATED ITEM LEVEL 1**
      RL 20-21 Housing Occupancy
      Goal Number: 1
      Progress: Completed
      Provided By: Residential Life
      Budget Information: Not applicable
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

**RL 20-21 Maximize Resident Satisfaction with Housing**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Residents will be satisfied with their experiences living on campus in student housing.

**Assessment/Evaluation/Measures/Strategies:**
Resident satisfaction is measured by responses to the following survey item: "Overall, how satisfied are you with Bengal Village?" This is an internally created survey.

This survey item utilizes the following 5-point Likert scale:

1 = Very dissatisfied
2 = Dissatisfied
3 = Neutral
4 = Satisfied
5 = Very satisfied

In Spring 2018 and Spring 2019, a survey was administered to on-campus residents.

NOTE: The survey was not administered in Spring 2020 as a result of the COVID-19, which caused residents to vacate housing during the month of March.

2018: Mean score=3.44 (n=43)
2019: Mean score=3.31 (n=58)
Using a weighted mean based on the n for each year = (3.44 x 43 + 3.31 x 58)/ (43 + 58) = 3.365.

Success for this objective will be for respondents to indicate a mean score greater than or equal to the two-year benchmark of 3.365.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the mean score for the Housing Survey item "Overall, how satisfied are you with Bengal Village" was 4.08 (n=51) on a 5-point Likert scale (see a blank survey and the results for spring 2021 below).

Given that the observed value of 4.08 > the historical benchmark of 3.365, this objective is met.

Attached Files
  Housing Survey-Spring 21-2.pdf
  Bengal Village Survey SP21.pdf

**Improvement Plan/ Changes Made:**
This data was shared with housing professional staff and the Associate Vice Chancellor for Student Affairs to continue to improve the housing experience for on-campus residents.  Several housing improvement projects are underway to continue to have a positive impact on this measure, including renovations to the pool, painting of building 2, replacement of all air conditioner units, and the transition to laundry services that are included in residents' room and board.

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    RL 20-21 Housing Satisfaction
    Goal Number: 2
    Progress: Completed
    Provided By: Residential Life
    Budget Information: Not applicable
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

## Student Activities

**SACT 20-21 Increase the quantity and quality of campus activities planned and sponsored by the Office of Student Activities**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**
Coordinate the planning and execution of one campus-wide activity each week during the Fall and Spring semesters to increase the quantity of campus activities being provided by the Office of Student Activities.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be met if at least one campus activity per week has been planned and executed for every week from October 15, 2019 until May 1, 2020 with the exception of holiday breaks, spring break, etc.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective is canceled in favor of focusing on student satisfaction and participation instead of frequency.

Director of IE agrees.

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS-----------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 SACT 20-21 Create a vibrant atmosphere of student life on campus at LSUE
 Goal Number: 1
 Progress: Completed
 Provided By: Student Activities
 Budget Information: None (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success


**SACT 20-21 Implement outcomes-based campus activities**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**
Assess and report on the achievement of pre-established outcomes for campus activities to improve the quality of campus activities planned by the Office of Student Activities by showing that campus activities achieved what they were planned to accomplish.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be met if the Office of Student Activities successfully assesses and reports on the achievement of pre-established outcomes for at least 75% of campus activities planned by the Office of Student Activities.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, this objective is canceled in favor of focusing on student satisfaction and participation instead of frequency.

Director of IE agrees.

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS---------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    SACT 20-21 Create a vibrant atmosphere of student life on campus at LSUE
    Goal Number: 1
    Progress: Completed
    Provided By: Student Activities
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

**SACT 20-21 Increase satisfaction with campus activities**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students at LSU Eunice will be satisfied with the activities presented and the number of activities offered to them.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2010-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopedic Hospital (LG Ortho).

Question 49 will be used to assess this objective:  #49. Extra-curricular and recreational activities are available and adequate."

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The benchmark for AY 2020-2021 was established by using the weighted mean for the LSU Eunice overall score from AY 2016-2017 through AY 2019-2020. Note that this is a methodological change from past years to focus on all sites.

- Weighted $\bar{x}$ = 6.04 with n = 1963
- Spring 2020 $\bar{x}$ = 6.17 with n = 543
- Spring 2019 $\bar{x}$ = 5.70 with n = 459
- Spring 2018 $\bar{x}$ = 5.65 with n = 485
- Spring 2017 $\bar{x}$ = 5.58 with n = 566

A target of 6.04 or 6.00 (satisfied) is set for AY 2020-2021 overall. Note that this is a campus specific question and therefore does not have a national average to use for a comparison.

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below. The following data was obtained from the RNL report (see PDF below):

- Overall $\bar{x}$ = 6.16 with an n = 361.
- LSUE Site $\bar{x}$ = 6.08 with an n = 228
- LSUA Site $\bar{x}$ = -- with an n = 1
- Dual enrollment $\bar{x}$ = 6.59 with an n = 31
- Online students $\bar{x}$ = 6.21 with an n = 92, and
- Ochsner Lafayette General $\bar{x}$ = 6.33 with an n = 9.

The overall being 6.16 met the benchmark, but it is interesting to note that the mean at all sites exceeded the benchmark as well.

Given that the observed value of 6.16 > the historical benchmark of 6.04 (or satisfied at 6.00), this objective was met.

Attached Files
Student Activities Noel Levitz in Sequential Order.pdf

**Improvement Plan/ Changes Made:**
A more intentional effort must be undertaken to ensure that students at the LSU Alexandria campus are aware of and are encouraged to complete the Ruffalo-Noel Levitz assessment in the future.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    SACT 20-21 Create a vibrant atmosphere of student life on campus at LSUE
    Goal Number: 1
    Progress: Completed
    Provided By: Student Activities
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**RL 20-21 Activities are interactive and allow students to participate**
**Objective Number: 1.4**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will indicate that student activities at LSU Eunice are interactive and allow them to participate.

**Assessment/Evaluation/Measures/Strategies:**
Student Engagement survey data was collected in AY 2017-2018 and AY 2018-2019 and provides baseline measures that will be used for assessment planning for AY 2020-2021. This is an internally created survey that is administered during each spring semester.

Question 9.1: LSUE hosts campus events and activities that are interactive and allow me to participate.

Total n = 120; Agree = 42 (32.50%); strongly agree = 39 (32.50%); not applicable = 9 (7.50%)

Two-year average: 73%

A baseline of 73% of respondents will indicate "Agree" or "Strongly Agree" on the survey item (note that the calculation is (39+42)/ (120-9) removing the 9 answering n/a: "LSUE hosts campus events and activities that are interactive and allow me to participate."

The survey is administered near the end of the Spring semester.

Attached Files
  LSUE Student Engagement Survey 17-18 and 18-19.pdf
  SurveyMonkey - Student Engagement Survey.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, a total of 20 respondents indicated Agree or Strongly Agree (n = 38), resulting in 52.67%, which is below the target of 73%.

Given that the observed value of 52.6% < the benchmark of 73%, this objective is not met.

Attached Files
 Student Engagement Survey (2021 individual responses).pdf

**Improvement Plan/ Changes Made:**
This result was expected.  During the 2020-2021 academic year, campus activities were significantly limited as a result of COVID-19-related event restrictions and an increase in online enrollment.

As restrictions are lifted and Campus Activities Board and other organizations are able to return to a more engaging model of campus programming, Student Activities anticipates a positive increase in student engagement with activities in the 2021-2022 year.  Additionally, a new Coordinator for Student Life and Campus Activities Board advisor was selected in July 2021, and that staff member has been charged with reinvigorating campus activities this year.

**RELATED ITEMS-----------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       SACT 20-21 Create a vibrant atmosphere of student life on campus at LSUE
       Goal Number: 1
       Progress: Completed
       Provided By: Student Activities
       Budget Information: None (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

## Student Conduct

**STCO 20-21 Schedule and host bi-weekly CARE team meetings**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**

To create the CARE team, which is charged with identifying and assisting students of concern.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be met if the CARE team meets no less than five times during the course of the Spring 2020 semester.

**Assessment/Evaluation Results (Progress Report):**
This objective is being cancelled because more appropriate measurable objectives aimed at improvement have been created.

**Improvement Plan/ Changes Made:**
N/A

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    STCO 20-21 Establish the CARE team
    Goal Number: 1
    Progress: Canceled
    Provided By: Student Conduct
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

**STCO 20-21 Purchase and implement a system for managing student case files for conduct cases and student of concern cases.**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**
To manage student cases by electronically logging and tracking correspondence, incident reports, conduct officer notes, template letters, prior case history, and all other student conduct processes.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be met if this system is purchased and implemented by no later than May 1, 2020.

**Assessment/Evaluation Results (Progress Report):**
This objective is being cancelled because its target is static and has been met as of February 2020.

**Improvement Plan/ Changes Made:**
N/A

**RELATED ITEMS---------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
STCO 20-21 Streamline and standardize the conduct process
Goal Number: 2
Progress: Canceled
Provided By: Student Conduct
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

**STCO 20-21 Timely Conduct Case Adjudication**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Conduct cases will be closed out in a timely manner.

**Assessment/Evaluation/Measures/Strategies:**
Maxient Case Management system implementation was completed in February 2020.  All behavioral and academic misconduct cases are reported, adjudicated, and documented in Maxient.

For all cases between February and December 2020, a report was generated to view the number of days between (a) the day the incident was reported and (b) the day the conduct officer closed out the case (see attached).  The mean number of days from report to closed for 27 cases was 20 days.

NOTE: Four outlier cases were removed from the data because there was an error that caused these cases to be closed out in the system later than they were actually adjudicated.

Success for this objective will be for all behavioral and academic misconduct cases to be adjudicated and closed in fewer than the baseline of 20 days from the date of the report.

Attached Files
 Conduct Report to Closed by Days.xlsx

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, for the 53 reported conduct violations, the average number of days between the report date and the date of case adjudication was 12.06 days.

Given that the observed average days from report date to adjudication date of 12.06 days < the established benchmark of 20 days, this objective is met.

Attached Files
 Conduct Report to Closed by Days-20-21.pdf

**Improvement Plan/ Changes Made:**
The Dean of Students and/or his/her designee will continue to attempt to resolve reports of behavioral and academic misconduct in a timely manner.

**RELATED ITEMS-------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    STCO 20-21 Timely Case Adjudication
    Goal Number: 3
    Progress: Completed
    Provided By: Student Conduct
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

**STCO 20-21 Timely Student of Concern Case Adjudication**
**Objective Number: 3.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Student of concern cases will be adjudicated in a timely manner.

**Assessment/Evaluation/Measures/Strategies:**
Maxient Case Management system implementation was completed in February 2020.  All student of concern cases are reported, adjudicated, and documented in Maxient.

For all cases between February and December 2020, a report was generated to view the number of days between (a) the day the incident or behavior was reported and (b) the day the conduct officer adjudicated the case (see attached).  The mean number of days from report to adjudicated for 9 cases was 21 days.

Success for this objective will be for student of concern cases to be adjudicated in fewer than the baseline of 21 days from the date of the report.

Attached Files
  Conduct SOC Report to Adjud by Days.xlsx

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, of the 15 reported student of concern cases, the average days from report to adjudication was 17.93 days.

Given that the observed average number of days from report to adjudication was 17.93 days < the established target of 21 days, this objective is met.

Attached Files
  SOC Report to Adjud by Days-20-21.pdf

**Improvement Plan/ Changes Made:**
The Dean of Students and/or his/her designee will continue to resolve cases of students of concern that are reported in a timely manner to ensure that students are connected with resources they need to be healthy and successful.

**RELATED ITEMS-----------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 STCO 20-21 Timely Case Adjudication
 Goal Number: 3
 Progress: Completed
 Provided By: Student Conduct
 Budget Information: None (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success

## Student Success Center

### *Academic Advising*

**ACAD 20-21 Create a more structured and thorough advisor training program**
**Objective Number: 1.1 (formerly 1.2)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
The Student Success Center will maintain and update the advisor training handbook each year. The Student Success Center will conduct at least two advisor training workshops each semester.

**Assessment/Evaluation/Measures/Strategies:**
The objective will be met if the advisor training handbook is updated by March 1st and advisor training workshops are conducted each semester.

Attached Files
 LSUE FALL 2019 Advisor Handbook ver 1

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was partially met as the advising handbook was not updated due to CV-19. Advisor trainings took place by way of Monthly Think Tanks (documentation included in AY 2019-2020).

For AY 2020-2021, no data.

Director of IE's note:  The Interim Associate Vice Chancellor for Student Affairs noted on October 18, 2021 that there was some turnover in the Office of Student Success and that they were not sure the handbook was updated. Given the situation, this objective is delayed as opposed to not met.

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS---------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    ACAD 20-21 Advise students across academic disciplines within the Student Success Center
    Goal Number: 1
    Progress: Completed
    Provided By: Academic Advising
    Budget Information: none (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

**ACAD 20-21 Student Satisfaction with Academic Advising**
**Objective Number: 1.2 (formerly 1.3)**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
**New objective:** Students will be satisfied with academic advising.

**Old Objective:** Students will be satisfied with academic advising. Student satisfaction will be assessed using Noel Levitz Inventory advising questions.

**Rationale:**
Methodology does not belong in the objective statement and was removed.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:
- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho).

Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome bench marked against national satisfaction for four questions.

3. My academic advisor is available when I need help (national average = 5.76 with SD = 1.53).
14. My academic advisor is knowledgeable about my program requirements (national average = 5.94 with SD = 1.47).
16. My advisor helps me apply my program of study to career goals (national average = 5.76 with SD = 1.59).
22. My academic advisor is knowledgeable about transfer requirements of other schools (national average = 5.70 with SD = 1.55).
35. I receive ongoing feedback about progress toward my academic goals (national average = 5.51 with SD = 1.61).

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral

5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Success for this objective will be for LSUE questions to score greater than or equal to the overall national mean for the four questions (see left column of the attached document).

Attached Files
9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, a total of 361 (13.3%) of the 2,711 students responded to the RNL Student Satisfaction Survey at LSU Eunice's various off-site locations and two online modalities (16-week and 8-week accelerated) (see Table 1 and the Academic Affairs...pdf file below).  The electronic survey was sent out in late spring 2021 with students receiving an email in their university account from the Interim Associate Vice Chancellor for Student Affairs.

Note that there were no students enrolled at the LSU Laboratory High School during the academic year. In addition, only one student responded to parts of the RNL survey from the LSUA face-to-face site. That student, however, did not respond to any of the questions associated with this objective.  As a result, the LSU Laboratory High School and the LSUA face-to-face sites had no data and were removed from Table 1.

| Table 1. Student Satisfaction with Academic Advising AY 2020-2021 Based on RNL Likert Scale. | | | | | | |
|---|---|---|---|---|---|---|
| Question | Nat'l | Overall | LSUE | Dual Enroll < 50% | Online | LG Hospital |
| 3 | 5.76 | 5.62 | 5.32 | 5.78 | 6.21 | 6.00 |
| 14 | 5.94 | 6.11 | 5.93 | 6.50 | 6.40 | 6.13 |
| 16 | 5.76 | 5.80 | 5.61 | 6.55 | 6.01 | 6.14 |
| 22 | 5.70 | 5.93 | 5.73 | 6.32 | 6.32 | 6.57 |
| 35 | 5.51 | 5.51 | 5.38 | 5.79 | 5.69 | 5.44 |
| Means | 5.734 | 5.794 | 5.594 | 6.188 | 6.126 | 6.056 |
| n | 69527 | 361 | 228 | 31 | 92 | 9 |

Table 1 indicates that LSUE students were generally satisfied with academic advising given that overall LSUE mean of 5.794 > national mean of 5.734 (see highlighted in Table 1). Note that the student satisfaction at the dual enrollment < 50% of a program, both 16-week and 8-week, and students at the hospital sites was greater than the national average with the LSUE face-to-face students falling slightly below the national

average. This is somewhat troublesome given that the n = 228 represents the majority of the students enrolled. In addition, LSUE face-to-face students fell below the national averages on all questions (3, 14, 22, and 35), but one (16). Given this, it is worth mentioning that the mean = 5.594 shown in Table 1 (in red) is slightly above the midpoint between "somewhat satisfied" and "satisfied" on the Likert Scale.
Given that the observed mean of 5.794 > the national mean of 5.734, this objective is met.

Attached Files
  Advising NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
Despite being met, academic advising has been discussed quite a bit during Enrollment Management and Cabinet Meetings (all passages are highlighted):

- 10-1-19 Cabinet (see file 1 below):  Transitioning students with 20 or more credit hours from the Student Success Center to faculty advisors. Chancellor mentioning that she was to follow up on the advising model.
- 11-19-19 Cabinet (see file 2):  Sending out messages to students to try to get them to register for spring 2020.
- 12-13-19 Enrollment Management (see file 3):  Registering students, contact information, and transfer student details.
- 3-31-21 Enrollment Management (see file 4):  point of contact for students forwarding advisees and forms to the appropriate advisors. Student Success Center entering schedules. Financial aid information.
- 4-28-21 Enrollment Management (see file 5):  New transfer and reentry communication plans.
- 5-12-21 Enrollment Management (see file 6):  Increasing personnel for academic advising in summer 2021 and how Pathways to Success students will be advised.
- 6-15-21 Cabinet (see file 7):  Advisors need to be made aware that Proctor U and BioSig proctoring services will be free to students beginning with fall 2021.

Attached Files
  7 20210615 Cabinet Minutes 6_15_21.pdf
  4 20210331 Enrollment Management Meeting Agenda and Minutes 03-31-21.pdf
  5 20210428 EM Agenda and Meeting Minutes 04-28-21.pdf
  6 20210512 EM Agenda and Meeting Minutes 05-12-21.pdf
  3 20191213 Enrollment Management Meeting 12-13-19.pdf
  2 20191119 CABINET MINUTES 11-19-19.pdf
  6-17-21 Email on CT.pdf
  1 20191001 CABINET MINUTES 10-1-19.pdf

**RELATED ITEMS-------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      ACAD 20-21 Advise students across academic disciplines within the Student Success Center
      Goal Number: 1

Progress: Completed
Provided By: Academic Advising
Budget Information: none (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Career Services*

**CARSE 20-21 Career Decision Making**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will utilize and complete the Kuder Journey Career Assessment to receive assistance with choosing a major.

**Assessment/Evaluation/Measures/Strategies:**
This objective has been revised. As a result, it is currently in the process of being benchmarked using AY 2018-2019.  Career Services ran a computer-generated report from Kuder Journey Administrative Database which identifies all students who utilized and completed the Kuder assessment.

In AY 2018-2019, a total of 483 students completed the Kuder Assessment.
In AY 2019-2020, a total of 614 students completed the Kuder Assessment.

Based on these two years of data, the benchmark target for future planning cycles is set at the mean for these two years at 548.5.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.  The benchmark was changed following the AY 2019-2020 cycle.

For AY 2020-2021, a total of 449 students completed the Kuder assessment.

Given that the total of 449 is < the established benchmark target of 548.5, this objective was not met.

Attached Files
  Kuder activity 20-21.pdf

**Improvement Plan/ Changes Made:**
Moving forward, all advisors in the Student Success Center who meet with new students to advise, and register will inform them of the Kuder career assessment and refer them to the location of the assessment on the LSU Eunice Career Services webpage so all new students can take it to make informed decisions about their academic programs and careers in the future.

**RELATED ITEMS------------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 CARSE 20-21 To assist students in declaring a major.
 Goal Number: 1
 Progress: Completed
 Provided By: Career Services
 Budget Information: None (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
  New Number Identifier Field: 2. Student Success


**CARSE 20-21 Student Satisfaction with Career Services**
**Objective Number: 1.2**
**Start: 11/1/2020**

**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with the career information and placement services available at LSU Eunice.

Director of IE's note:  Change in the question number below; however, the question is essentially the same.

**Assessment/Evaluation/Measures/Strategies:**
Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome.

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopedic Hospital (LG Ortho).

For AY 2020-2021, question #26 will be used to assess satisfaction "There are adequate services to help me decide upon a career" in order to make use of the national benchmark.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Success (benchmark) for this objective will tentatively be "success" or greater (a 6 on the Likert Scale) or above the national averaged according to the Noel Levitz Student Satisfaction Survey for spring 2021. The word "tentatively" is used as this is the second iteration of this objective using question 26.

Attached Files
  9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below.

In terms of satisfaction, students scored career services in the following manner:

- Overall mean = 5.99, n = 361
- LSUE face-to-face site mean = 5.86, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program mean = 6.11, n = 31
- 8-week and 16-week online mean = 6.19, n = 92
- Ochsner Lafayette General Hospital mean = 6.25, n = 9

As noted in the data, students at all LSUE sites rated the resources question "somewhat satisfied" (≥ 5). In addition, the overall mean for AY 2020-2021 of 5.99 > the national mean of 5.75 for 69,527 students.

Given that the observed overall mean of 5.99 > the national average of 5.75 (and nearly equal to the 6.00), this objective is met.

Attached Files
  Career Services NL-SequentialSite.pdf

**Improvement Plan/ Changes Made:**
As we continue to administer the Ruffalo-Noel Levitz Student Satisfaction Survey, we will continue to obtain longitudinal data on this newly worded survey item to establish a better target benchmark for future planning cycles.  It is encouraging that LSU Eunice scored higher than the national average.  The site that scored the lowest was the main campus, so Student Success Center staff on the main campus need to ensure that students are aware of and know how to access career services on the campus.  Additionally, and more broadly, a more intentional effort needs to be undertaken to ensure that enough students at the LSU Alexandria campus are aware of the RNL survey to establish data at that site.

RELATED ITEMS---------------------------------------------------------------

RELATED ITEM LEVEL 1
CARSE 20-21 To assist students in declaring a major.
Goal Number: 1
Progress: Completed
Provided By: Career Services
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

## Disability Services

**DISA 20-21 Participate in new student and athletics orientation.**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
To participate in new student and athletics orientation, and to educate incoming new students about the services provided by the Office of Disability Services.

**Assessment/Evaluation/Measures/Strategies:**
The objective will be met if the Coordinator for Disability Services participates in 90% of the orientation events.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, As a result of safety precautions related to the COVID-19 pandemic, all new student orientations were continued in a virtual format for AY 2020-2021.  Although the Coordinator for Disability Services did not directly participate in orientation events, every new student was informed of services and accommodations offered through the Office of Disability Services and how to request accommodations through the virtual orientation (see ODS Virtual...file below).

Student Athlete Orientation was also held in a virtual, synchronous format, and the Associate Vice Chancellor for Student Affairs served in place of the Coordinator for Disability Services to inform students about disability services and accommodations (see Student Athlete Orientation Agenda below).

Given that one of two conditions were met, this objective is partially met.

Attached Files
  ODS Virtual Orientation.pdf
  Student Athlete Orientation Agenda.pdf

**Improvement Plan/ Changes Made:**
At the conclusion of the AY 2019-2020 planning cycle, the statement was made in the improvement plan that ODS would move towards the creation and implementation of a survey instrument to assess satisfaction with ODS services. As of the completion of the AY 2020-2021 planning cycle, the Director of Student Success and the Coordinator for Disability Services are no longer with LSU Eunice, and the Associate Vice Chancellor for Student Affairs has absorbed and/or delegated duties related to ODS. No such assessments have been developed and implemented that the Associate Vice Chancellor is aware of.

Moving forward, students at all sites who are registered with ODS should be surveyed to assess their satisfaction with disability services. The Associate Vice Chancellor will again attempt to develop a survey to administer in Spring 2022 to begin to establish baseline data from which future planning efforts can be based.

**RELATED ITEMS-----------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      DISA 20-21 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
      Goal Number: 1
      Progress: Completed
      Provided By: Disability Services
      Budget Information: None (existing)
      Start: 11/1/2020
      End: 10/31/2021

            **RELATED ITEM LEVEL 2**
            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
            New Number Identifier Field: 1. Ensure Access

            To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
            New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**DISA 20-21 Include Disability Services information on course syllabi**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
To require the inclusion of Disability Services contact information on all course syllabi, ensuring every student receives information on how the Office of Disability Services can assist students with disabilities.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be met if all course syllabi include standard Disability Accommodations information by the start of the Spring 2021 semester.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this results for this objective were inconclusive. The assessment for spring 2020 was not completed due to going online for CV-19 in mid-March.

For AY 2020-2021, one syllabus was randomly selected from all three academic divisions and each of the syllabi sampled include a statement referring students a disability services statement.

Given that all of the observed syllabi include a disability services statement, this objective is met.

Attached Files
  Syllabus - ENGL 1001 FA21.pdf
  Syllabus - ALLH 1200 Master Syllabus.pdf
  Syllabus - CHEM 1001.pdf

**Improvement Plan/ Changes Made:**
LSU Eunice will continue to ensure that a disability services statement is included in each course syllabus. The newly developed and implemented Curriculum Development Manual (see file 1 of Website below) clearly states that each syllabus is to include this statement (see file

2 p. 58 of the Curriculum Development Manual), and the blank sample syllabus, located on the Curriculum Development webpage, includes this requirement as well (see file 3).

Attached Files
  3 Syllabus Blank Layout Sample.pdf
  1 Curriculum Development Webpage.pdf
  2 ADA CDM p 58 only.pdf

**RELATED ITEMS--------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
DISA 20-21 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
Goal Number: 1
Progress: Completed
Provided By: Disability Services
Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**DISA 20-21 Develop a campus disability awareness poster campaign**
**Objective Number: 1.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Canceled**

**Objective With Intended Outcomes:**

Implementation began and was successfully completed during AY 2019-2020.

**Assessment/Evaluation/Measures/Strategies:**
The coordinator will design posters for the campus wide disability awareness campaign.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.  This objective is being cancelled moving forward.

**Improvement Plan/ Changes Made:**
n/a

**RELATED ITEMS------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    DISA 20-21 Expand campus outreach efforts to educate the campus community on services available for students with disabilities
    Goal Number: 1
    Progress: Completed
    Provided By: Disability Services
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
        New Number Identifier Field: 3. Partnerships

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4.  Improvement

## *Pathways to Success*

**PWAY 20-21 Program Completion**
**Objective Number: 3.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Pathways to Success students (those that need remediation in all subject areas) will complete their developmental education (DE) studies at rates that approximate the national average as defined by the Community College Research Center/Lumina Foundation study and the National Center for Education Statistics (NCES) Study.

**Assessment/Evaluation/Measures/Strategies:**
**INDIRECT ASSESSMENT:** Between 30% and 40% of the developmental students nationwide complete their developmental studies coursework. The number is calculated by dividing those successfully completing the program by the overall number of students who could have completed the program at the time the statistic is calculated. The completion statistic is based on the work of Bailey, Joeng, & Cho, 2008 (see Bailey, T., Jeong, D. W., & Cho, S. W. (2008)). Referral, enrollment, and completion in developmental education sequences in community colleges. Retrieved on January 20, 2009 from http://ccrc.tc.columbia.edu/Publication.asp?UID=659).

A second benchmark from data in 2016 from the National Center for Education Statistics (NCES) will also be used as a comparison. The NCES report cites that 25% of students entering DE needing four or more DE courses complete that coursework within six years (150% time for a four-year degree). The report also cites that 40.4% complete all DE courses when only three DE courses are required. As a result, a range beginning with 25% through 40.4% (and higher) is considered successful for this objective. These statistics are used because Pathways to Success students are typically required to take four developmental courses: Pre-Algebra, Introductory Algebra, College Reading, and English Composition. However, often times students will test out of either developmental English or Pre-Algebra.

Citation for the 2016 research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from http://nces.ed.gov/pubsearch

Note that students in the cohorts just prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a result, this iteration is up through spring 2020.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the Institutional Research report was completed on September 24, 2021 for students placed in the program from summer 2004 through spring 2020. The reported indicated that 5,030 students enrolled in the program with 1,876 (37.30%) completing developmental education coursework requirements. The mean for the time span is 37.00% while the median 38.67% (see Table 1). Note that 216 transfer students within the State of Louisiana are included in these numbers because they earned a credential from another institution. The assumption that they completed their developmental education coursework is based on the fact they earned a credential. Whether or not the student was required to take a general education course in mathematics or English composition is unknown as that data is not available.

| Table 1. Program Completion based on the Number of New First-Time Students (AY is Summer, Fall, Spring) | | | |
|---|---|---|---|
| Academic Year | No. in Cohort | No. Completing | Percent Completing |
| 04-05 | 316 | 97 | 30.70 |
| 05-06 | 329 | 149 | 45.29 |
| 06-07 | 316 | 132 | 41.77 |
| 07-08 | 359 | 147 | 40.95 |
| 08-09 | 397 | 151 | 38.04 |
| 09-10 | 402 | 124 | 30.85 |
| 10-11 | 421 | 172 | 40.86 |
| 11-12 | 383 | 143 | 37.34 |
| 12-13 | 320 | 118 | 36.88 |
| 13-14 | 287 | 119 | 41.46 |
| 14-15 | 305 | 138 | 45.25 |
| 15-16 | 230 | 106 | 46.09 |
| 16-17 | 256 | 66 | 25.78 |
| 17-18 | 229 | 90 | 39.30 |
| 18-19 | 253 | 70 | 27.67 |
| 19-20 | 227 | 54 | 23.79 |
| Total | 5030 | 1876 | 37.30 |
| Mean | 314.38 | 117.25 | 37.00 |
| Median | 316.00 | 121.50 | 38.67 |

As Table 1 indicates, the median is 38.67% indicating that the completion is within Bailey, et al's (2006) 30% to 40%. In addition, given that the NCES report allows six years for the completion of developmental education coursework, AY 2014-2015 was examined (see Table 1). The completion rate for AY 2014-2015 is 45.25%% which exceeds the 25% to 40.4% range established by the NCES report. Finally, Table 1 suggests that there is a concern in that the completion rate for the last two years has declined substantially.

Table 2 provides additional statistics for the Pathways to Success Program. Of the 5,030 in the cohorts, 1,876 (38.63%) of them completed all developmental education coursework in 1.32 years, on average, earning a mean GPA of 2.800. A total of 645 (12.82%) of the students earned a credential in 5.412 years, on average, ending their college career with a mean GPA of 2.850.

| Table 2. Statistical Breakdown for Selected Completion Data (AY 2004-2005 through AY 2019-2020). | | | | | | |
|---|---|---|---|---|---|---|
| Statistic | n in Cohorts | n | Percent | Mean Years to Completion | Mean GPA | Standard Deviation GPA |
| Program completion statistics* | 5030 | 1876 | 37.30 | 1.316 | 2.800 | 0.0635 |
| Statistics on Students earning a credential** | 5030 | 645 | 12.82 | 5.412 | 2.850 | 0.669 |
| *Statistics are based on 1,660 students due to transfers. | | | | | | |
| **The GPA Mean and s.d. are based on 344 students due to transfers. | | | | | | |

The two majors with the highest frequency of graduation were Associate of General Studies = 92 and the Associate of Science in Nursing = 71.

Given that the observed (current) value of 37.30% is within the 30% to 40% range established by the Lumina Foundation and that the AY 2014-2015 rate of 45.25% exceeds the 25% to 40.4% range established by the NCES, Objective 3.1 is met.

**Improvement Plan/ Changes Made:**
Considering the completion rate has declined over the past two years, the following changes will be made:

(a) **Return to In-Person Advising.** All current Pathways to Success advisees have been re-assigned to two full-time advisors within the Student Success Center as well as the Associate Vice Chancellor for Student Affairs, each of whom has been trained on Pathways to Success advising best practices, policies, and procedures. Since the onset of the COVID-19 pandemic, academic advising has shifted to an almost completely virtual/remote format.  Moving forward, all Pathways to Success advising & registration appointments will be completed in person.

Related to the return to In-Person Advising is the return of the signing of paper Pathways to Success Contracts.  With the move to virtual orientation and virtual advising/registration as a result of the COVID-19 pandemic, Pathways to Success students were not able or required to sign a contract agreeing to follow the policies related to the Pathways to Success program.  However, starting in Spring 2022, procedures have been established to ensure that all Pathways to Success students have signed copies of contracts on file in the Student Success Center.

(b) **Re-Enforcement of Online Course Restriction.** In March 2020, all classroom instruction moved to online, causing Pathways to Success students who were not permitted to take online classes to move to an online format for the remainder of the Spring 2020 semester.  In Fall 2020 and Spring 2021, Pathways to Success students were allowed to enroll in online classes as a safety measure with classes operating at 50% capacity with social distancing in place.  In Fall 2021, with the return to 100% occupancy in the classroom, the online course restriction was re-enforced.

(c) **Re-Design & Re-Enforcement of Attendance Policy.** During the 2018-2019 academic year, the Pathways to Success attendance requirements were changed to allow students to miss more days before the penalty would be enforced. However, the Associate Vice Chancellor for Student Affairs will revert the minimum days students are permitted to miss before the penalty is enforced back to the prior policy, which is a maximum of three days for courses that meet three days/week and two days for courses that meet two days/week (in a 16-week semester). The Associate Vice Chancellor for Student Affairs will allow students to sign supplemental contracts to continue in a course upon request by the student and approval of the AVC.

(d) **Communication of Re-Enforcement of Policies & Clarification of Procedures with Faculty.** With so many changes in the staffing, policies, and procedures to Pathways to Success, an important component of this program is ensuring that faculty members are aware of their roles to ensure that students are being served and that the existing policies and procedures related to Pathways to Success are being followed consistently by both Student Success Center staff and faculty member of Pathways to Success students. More specifically, it is important that faculty members have faith in the process so they will consistently report absences and referrals to tutoring. At Spring 2022 convocation, the Associate Vice Chancellor for Student Affairs will host a training for faculty members of Pathways to Success students to ensure a clear understanding of their roles and responsibilities related to Pathways to Success program.

NOTE: Due to the nature of the cohort-reporting, it may take up to 2 years to see the efficacy of these measures on completion. However, the efficacy should be able to be measured using shorter-term retention data.

Attached Files
  Email to Pathways to Success Advisors.pdf
  CONTRACT.pdf

**RELATED ITEMS**-------------------------------------------------------------
       **RELATED ITEM LEVEL 1**
       PWAY 20-21 In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
       Goal Number: 3
       Progress: Completed
       Provided By: Pathways to Success
       Budget Information: None (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**PWAY 20-21 Fall to Spring Retention**
**Objective Number: 3.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New first-time students enrolled in the Pathways to Success program will be retained from fall to spring.  Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

**Assessment/Evaluation/Measures/Strategies:**
An indirect mean = 76.71% was generated using data from 2008-2009 to 2018-2019 comparing the raw statistics on the 14th day for all new first time Pathways students attending at the LSU Eunice and LSU Alexandria sites. Data was generated from the Office of Institutional Research (see Table 1).

| Table 1. Pathways to Success New First-Time Students Fall to Spring Retention as a Percentage | |
|---|---|
| Years | Percent |
| 08-09 | 81 |
| 09-10 | 74 |
| 10-11 | 76 |
| 11-12 | 72 |
| 12-13 | 72 |
| 13-14 | 80 |
| 14-15 | 74 |
| 15-16 | 82 |
| 16-17 | 76 |
| 17-18 | 82 |
| 18-19 | 75 |
| mean | 76.71 |

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. Improvement plan/changes were not implemented due to lack of resources, staffing, and transition in various positions.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to spring 2020.  According to Institutional Research,

- 11 new first-time students were admitted into Pathways at LSUA with 6 (54.54%) being retained to the fall 2020 census date.
- 157 new first-time students were admitted into Pathways at LSUE with 107 (68.15%) being retained to the fall 2020 census date.
- 168 new first-time students were admitted into Pathways overall with 113 (67.26%) being retained to the fall 2020 census date (see highlighted material PDF file below).

Given that the observed retention of 67.26% < the 76.71% historical retention, this objective is not met.

Attached Files
2-25-21 Pathways Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
Director's note: Improve plan recommendations continue from previous year. Improvement plan/changes were not implemented due to lack of resources, staffing, and transition in various positions. With new academic deans in place, a new vice chancellor of academic affairs it is possible to revisit the recommendations needed to improve the program redesign of Pathways to Success. Intervention response time now averages 2-3

days due to the University approving the reduction of the number of assigned advisees to Student Success Center advisors. Student Success Center advisors now advise students with less than 12 earned hours, making the trained academic coaches (two) more available to respond to faculty submitted interventions.

There is a need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded by conducting the following:

1. re-design curricula pathways;
2. develop innovative instructional approaches that help students succeed in first year;
3. enhance academic support programs by aligning with learning outcomes established by divisions;
4. re-design UNIV 1005 and UNIV 0008 courses as combined UNIV course (8 weeks study skills focus and 8 weeks literacy, critical thinking, and comprehension focus);
5. provide quality professional development/support for faculty to ensure development of faculty into highly skilled-highly qualified in teaching developmental and first-year students;
6. improve the academic intervention response time from 3-4 days to 2-3 days (with adequate staffing);
7. re-open the coordinator of pathways position;
8. redesign corequisite courses to include additional instruction and support.
9. Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. From the director's analysis, there may be outcome and performance gaps between first-generation, low-income/Pell grant eligible, and traditionally underrepresented students adversely impacting retention and program completion.

**RELATED ITEMS---------------------------------------------------------------**

    **RELATED ITEM LEVEL 1**

    PWAY 20-21 In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.

    Goal Number: 3
    Progress: Completed
    Provided By: Pathways to Success
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
        New Number Identifier Field: 1. Ensure Access

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**PWAY 20-21 Fall to Fall Retention**
**Objective Number: 3.3**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
New first-time freshmen enrolled in the Pathways to Success program will be retained from fall to fall. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

NOTE:  This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

**Assessment/Evaluation/Measures/Strategies:**
Using Institutional Research, the mean was calculated at 46.64% from 2008-2009 through 2018-2019 (see Table 1).

| Table 1. Pathways to Success New First-Time Students Fall to Fall Retention as a Percentage ||
|---|---|
| Years | Percent |
| 08-09 | 53 |
| 09-10 | 31 |
| 10-11 | 52 |
| 11-12 | 47 |
| 12-13 | 45 |
| 13-14 | 50 |
| 14-15 | 47 |
| 15-16 | 49 |
| 16-17 | 44 |
| 17-18 | 53 |
| 18-19 | 42 |
| mean | 46.64 |

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met. Improve plan recommendations continue from previous year. Improvement plan/changes were not implemented due to lack of resources, staffing, and transition in various positions.

For AY 2020-2021, this objective will examine new student retention from fall 2019 to fall 2020 (keeping in mind that some variation is expected due to CV-19).  According to Institutional Research,

- 11 new first-time students were admitted into Pathways at LSUA with 4 (36.36%) being retained to the fall 2020 census date.
- 157 new first-time students were admitted into Pathways at LSUE with 66 (42.04%) being retained to the fall 2020 census date.
- 168 new first-time students were admitted into Pathways overall with 70 (41.67%) being retained to the fall 2020 census date (see highlighted material in the PDF file below).

Given that the observed retention of 41.67% < the 46.64% historical retention, this objective is not met.

Attached Files
2-25-21 Pathways Program Retention from IR.pdf

**Improvement Plan/ Changes Made:**
Director's note: Improve plan recommendations continue from previous year. Improvement plan/changes were not implemented due to lack of resources, staffing, and transition in various positions. With new academic deans in place, a new vice chancellor of academic affairs it is possible

to revisit the recommendations needed to improve the program redesign of Pathways to Success. Intervention response time now averages 2-3 days due to the University approving the reduction of the number of assigned advisees to Student Success Center advisors. Student Success Center advisors now advise students with less than 12 earned hours, making the trained academic coaches (two) more available to respond to faculty submitted interventions.

More, due to the impact of COVID-19, students in the Pathways to Success program transitioned to remote/online learning, with many of them not having adequate self-discipline or motivation to satisfy the demands of an online course. Not having the latest technology also impeded students' ability to succeed, as faculty and support staff lacked the technology needed to efficiently design courses or support systems that emulated the in-person experience. Modifications were made given the short turnaround time to transition along with lack of resources; however, those gaps coupled with the social, economic, and mental impact of a pandemic exacerbated students' stress and decrease in performance.

There is a need to expand measures used in order to more effectively assess college readiness, improve retention, and improve program completion. Stand-alone developmental education requirements need to be re-evaluated and placement measures should be expanded by conducting the following:

1. re-design curricula pathways;
2. develop innovative instructional approaches that help students succeed in first year;
3. enhance academic support programs by aligning with learning outcomes established by divisions;
4. re-design UNIV 1005 and UNIV 0008 courses as combined UNIV course (8 weeks study skills focus and 8 weeks literacy, critical thinking, and comprehension focus);
5. provide quality professional development/support for faculty to ensure development of faculty into highly skilled-highly qualified in teaching developmental and first-year students;
6. improve the academic intervention response time from 3-4 days to 2-3 days (with adequate staffing);
7. re-open the coordinator of pathways position;
8. redesign corequisite courses to include additional instruction and support.
9. Additionally, LSUE needs to develop an initiative in collaboration with the Office of Financial Aid and academic support that eliminates equity gaps. From the director's analysis, there may be outcome and performance gaps between first-generation, low-income/Pell grant eligible, and traditionally underrepresented students adversely impacting retention and program completion.

**RELATED ITEMS**------------------------------------------------------------
**RELATED ITEM LEVEL 1**
PWAY 20-21 In an effort to further examine program effectiveness, Pathways to Success program staff will examine program completion, fall to spring, and fall to fall retention.
Goal Number: 3
Progress: Completed
Provided By: Pathways to Success
Budget Information: None (existing)
Start: 11/1/2020

End: 10/31/2021

**RELATED ITEM LEVEL 2**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

## *Tutoring*

**TUTR 20-21 Tutoring Satisfaction**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Students will be satisfied with the tutoring services offered through the on-campus peer Tutoring Center and the online SmartThinking tutoring service.

**Assessment/Evaluation/Measures/Strategies:**
The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2021 semester to students at all sites using a stratified approach (see 9-21-20 Email on NL Methodology below).  For satisfaction surveys, the online "sites" are combined and reported as online only. They are, however, separated for program and general education student learning outcome data.  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Lafayette General Orthopedic Hospital (LG Ortho).

Success for this objective will be for LSUE All Sites questions to score greater than or equal to the overall national mean for the two questions. The two questions are:

- 27. Tutoring services are readily available.
- 28. This campus provides online access to the services I need.

The Inventory uses the following Likert Scale for the questions asked:

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

The benchmarks for Spring 2020 are (see left column of the Tutoring NL... attachment below)

- 27.  National Mean Score = 5.97
- 28.  National Mean Score = 6.12
- Overall simple mean = 6.045

Attached Files
  Tutoring NL-SequentialSite Spring 2020.pdf
  9-21-20 Email on NL Methodology.pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the RNL survey was sent out electronically toward the end of the spring 2021 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 361 (13.3%) of the 2,711 students registered for spring on the census date responded. Note that no students were enrolled at the LSU Laboratory High School Site so that column was removed from the table in the PDF file below. Note also that a tutoring report for AY 2020-2021 is attached as a PDF below.

In terms of satisfaction, students scored tutoring in the following manner:

- Overall $\bar{x}_{27}$ = 6.34, $\bar{x}_{28}$ = 6.39, $\bar{x}_{both}$ = 6.37, n = 361
- LSUE face-to-face site $\bar{x}_{27}$ = 6.22, $\bar{x}_{28}$ = 6.26, $\bar{x}_{both}$ = 6.24, n = 228
- LSUA face-to-face site mean = no data as the one student did not answer the question
- Dual enrollment sites < 50% of a program $\bar{x}_{27}$ = 6.59, $\bar{x}_{28}$ = 6.64, $\bar{x}_{both}$ = 6.62, n = 31
- 8-week and 16-week online $\bar{x}_{27}$ = 6.46, $\bar{x}_{28}$ = 6.58, $\bar{x}_{both}$ = 6.52, n = 92
- Ochsner Lafayette General Hospital $\bar{x}_{27}$ = 6.57, $\bar{x}_{28}$ = 6.38, $\bar{x}_{both}$ = 6.48, n = 9

As noted in the data, students at all LSUE sites rated the tutoring questions "satisfied" (≥ 6). In addition, the overall mean for AY 2020-2021 of 6.37 > the national $\bar{x}_{27 \& 28}$ = 6.05 for 69,527 students.

Given that the observed overall mean of 6.37 > the national average of 6.05 and > satisfied (6.00), this objective is met.

Attached Files
 Tutoring NL-SequentialSite.pdf
 AY 2020-2021 Tutoring Report.pdf

**Improvement Plan/ Changes Made:**
For AY 2020-2021, tutoring services were offered almost exclusively virtual as a result of the COVID-19 pandemic.  It is encouraging to see that it appears these services were effectively delivered, despite the virtual format.

Under the direction of a new Tutoring Center Coordinator, the Tutoring Center will continue to offer quality tutoring services for a range of subjects based on student need and tutor availability, and more face-to-face tutoring appointments will be delivered in AY 2021-2022.

**RELATED ITEMS---------------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    TUTR 20-21 Increase awareness of tutoring services available
    Goal Number: 1
    Progress: Completed
    Provided By: Tutoring
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**TUTR 20-21 Require tutoring as an early alert system for Pathways to Success students.**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Delayed**

**Objective With Intended Outcomes:**
To mandate tutoring for students who receive a grade below 70% or C- on a major assignment in either English or Mathematics for two (2) hours or more.

**Assessment/Evaluation/Measures/Strategies:**
Benchmark Revised for AY 2019-2020: The objective will be met if sixty percent (60%) of the Pathways Success students referred to the Tutoring Center for a particular subject attend tutoring for at least two hours. The Pathways to Success tutoring referral form submission logs and the Tutoring Center attendance logs/registration reports will be used to assess this objective.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, the results for this objective were inconclusive because it specifically dealt with face-to-face tutoring which was not held in the latter half of spring 2020 due to CV-19.

For AY 2020-2021, no data.

Due to a high degree of turnover, both in the Coordinator for Tutoring Services position and in the Director of Student Success position during AY 2020-2021, the Interim Associate Vice Chancellor for Student Affairs was unable to determine how this data was being collected.  The new Coordinator for Tutoring Services was unaware this objective was established the prior year.

**Improvement Plan/ Changes Made:**
The Interim Associate Vice Chancellor for Student Affairs will meet with the new Coordinator for Tutoring Services to review this objective and discuss how faculty referrals will be received and acted upon and how tutoring registrations & logs will be used to measure Pathways to Success student attendance from faculty referrals.

Data will be available to report on this objective in AY 2021-2022.

Attached Files

Tutoring Planning Meeting.pdf

**RELATED ITEMS---------------------------------------------------------**
    **RELATED ITEM LEVEL 1**
    TUTR 20-21 Provide academic support for Pathways to Success students.
    Goal Number: 2
    Progress: Delayed
    Provided By: Tutoring
    Budget Information: None (existing)
    Start: 11/1/2020
    End: 10/31/2021

        **RELATED ITEM LEVEL 2**
        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
        New Number Identifier Field: 2. Student Success

        To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
        New Number Identifier Field: 4. Improvement

## University Advancement / LSUE Foundation

**UAF 20-21 Bylaw Revision**
**Objective Number: 1.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Continue oversight of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain necessary LSUE Foundation approvals by June 30, 2021.

**Assessment/Evaluation/Measures/Strategies:**
Successful completion of this objective is that the Bylaws have been revised and approved by the Board as needed by June 30, 2021. (Note that the 2017 Bylaws remained attached as reference.)

Attached Files

LSU Eunice Foundation bylaws 2017

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because no Bylaw revision was needed.

For AY 2020-2021, the Board by-laws revised to reflect LSU Board of Supervisors Unified Affiliation Agreement. Note that the 5% service fee enacted on all gifts to LSUE Foundation is a policy and not included in the Board Bylaws (see attachments below).

Since the bylaws were updated, this objective was met

Attached Files
  Board Meeting Feb. 5 2021 Minutes.pdf
  Board Resolution support fee.pdf
  New Bylaws for Adoption Feb 2021 compliance assist.pdf

**Improvement Plan/ Changes Made:**
Continue to Evaluate by-laws and policies for changes needed monthly.

**RELATED ITEMS--------------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       UAF 20-21 Implement Board Policies and Procedures
       Goal Number: 1
       Progress: Completed
       Provided By: University Advancement / LSUE Foundation
       Budget Information: None (existing)
       Start: 11/1/2020
       End: 10/31/2021

              **RELATED ITEM LEVEL 2**
              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
              New Number Identifier Field: 1. Ensure Access

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
              New Number Identifier Field: 2. Student Success

              To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
              New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:4.  Improvement

**UAF 20-21 Campus Policy Revisions**
**Objective Number: 1.2**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Review and Update LSUE Policy Statements regarding fundraising by June 30, 2021.

**Assessment/Evaluation/Measures/Strategies:**
Review policies with Vice Chancellor of Academic Affairs and Chancellor.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because no policy revisions were needed.

For AY 2020-2021, objective was delayed because no policy revisions were needed.

**Improvement Plan/ Changes Made:**
Continue to evaluate policies for any changes necessary

**RELATED ITEMS---------------------------------------------------------**
 **RELATED ITEM LEVEL 1**
 UAF 20-21 Implement Board Policies and Procedures
 Goal Number: 1
 Progress: Completed
 Provided By: University Advancement / LSUE Foundation
 Budget Information: None (existing)
 Start: 11/1/2020
 End: 10/31/2021

  **RELATED ITEM LEVEL 2**
  To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
  New Number Identifier Field: 1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field: 2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field: 3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4.  Improvement

**UAF 20-21 Secure resources**
**Objective Number: 2.1**
**Start: 11/1/2020**
**End: 10/31/2021**
**Progress: Completed**

**Objective With Intended Outcomes:**
Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2021. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

**Assessment/Evaluation/Measures/Strategies:**
Contributions will be greater than $865,000 which is greater than 20% of FY19-20 income of $720,833 (see highlighted attached).

Strategies

1.  Upload donor data into LSU Foundation Database and conduct alumni annual campaign.
2. Focus on scholarships with goal of 15 new annual scholarships by June 30, 2020 to replace money previously secured from $100,000 one-time golden scholarship gift.
3. Utilize e-team sports to increase athletic unrestricted giving.
4.  Expand financial investment from work-force partners to support Allied Health and Business Programs.

Attached Files
 PMAR JUNE 2021 FYE final (003) (7).pdf

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met due to CV-19. Fundraising activities were severely limited in the latter half of spring 2020 and summer 2020.

For AY 2020-2021, $1,113,342 was secured - see highlighted in file 1 below
1. Alumni Campaign was sent in Fall of 2020 (see file 2 Chancellor's donor letter) and data upload of alumni data is on-going.
2. Secured $115,000 in new scholarship funding (see financial documents attached).
    1. Fritz Lang Endowed Scholarship (see file 3)
    2. Super1 (see file 4)
    3. Irma Andrus (see file 5)
3. Utilized e-team sports to increase unrestricted athletic giving (see file 6).
4. Expand work-force partnerships to support Allied Health and Business Programs.
    1. Secured Contribution from CABOT Corporation to fund Business Technology summer program for JAG Students (see file 7).
    2. Secured $375,000 grant from Blue Cross and Blue Shield of Louisiana Foundation to assist in nursing program expansion (see file 8).

Given that the observed value of $1,113,342 > the benchmark of $720,833, this objective is met.

Attached Files
  3 Fritz Lang professorship gifts fy 2020 to 2021.pdf
  5 Irma Andrus scholarship donations fy 2020 to 2021.pdf
  4 Super1 scholarship donation fy 2020 to 2021.pdf
  1 PMAR JUNE 2021 FYE final highlighted.pdf
  8 BCBS Agreement.pdf
  6 eteam sponsor comparison report.pdf
  2 Chancellors Donor letter.pdf
  7 CABOT.pdf

**Improvement Plan/ Changes Made:**
Work to improve scholarship numbers for 2021-2022 through addition of Award Spring software to communicate with donors.

Activate development committees in academics and athletics to advance capital gifts.

**RELATED ITEMS--------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**
        UAF 20-21 Generate FY Increases in Revenue
        Goal Number: 2
        Progress: Completed
        Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)
Start: 11/1/2020
End: 10/31/2021

### RELATED ITEM LEVEL 2
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

# X.  General Education Objectives

## LSU Eunice General Education Committee Meeting Minutes from November 3, 2021

**General education Committee Minutes**
**November 3, 2021**

The meeting convened at 12:00

Members Present:

Tim Trant (Chair), James Jean, Billy Fontenot, Kebede Beshera, Michael Alleman, Dotty McDonald, Paul Fowler, Brandon Borill

Old Business: None


New Business:

Consideration of the 2020-2021 General Education Report

The committee unanimously accepted Dr. Fowler's report that LSUE has met the general education outcomes for the 2020-2021 academic year in all academic areas.  Further, the committee recommended that specific learning objectives within the area of natural sciences be monitored.

The meeting adjourned at 12:40

Respectfully submitted:  Tim Trant (Chair)

# AY 2020-2021 General Education Objectives and Outcomes General Education Summary

May 13, 2022

 The following report summaries LSU Eunice's General Education Outcomes for AY 2020-2021. Each of the outcomes are assigned to their primary General Education Objective. For example, while some mathematics courses choose General Education Objective 1, 2, and 3 in their syllabi, they have been assigned only to number 2 to eliminate repetition in the report. Note that the planning system is online, and that the supporting documentation is referred to in the document, but it no longer downloads for security and privacy reasons. Those authorized to view them in the planning system have authorization to do so.

## General Education Objectives: Relationships to LSU Eunice Strategic Goals

 For the 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. is linked to each of the LSU Eunice Strategic Goals:

Each of the General Education Objectives has a relationship upward to each of LSU Eunice's Strategic Goals which are 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
4. demonstrate a culture of continuous improvement.

Table 1 summarizes each of the General Education Objectives with the outcomes assigned to them. The page numbers are given along with the courses assessed and methodology, assessment tools, and whether the outcome was met. It is not required that each outcome be met to meet each of LSU Eunice's General Education Objectives. Whether met or not, each objective is required to have an improvement plan to increase student learning in the next planning cycle.

Table 1. LSU Eunice AY 2020-2021 General Education Outcomes.

| Communication | Computation | Natural Sciences | Humanities | Social Science | Art |
|---|---|---|---|---|---|
| 1. An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas. | 2. An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions. | 3. An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena. | 4. An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad- based study of historical, cultural, and philosophical concepts. | 5. An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies. | 6. An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts. |
| pp. 491-502 | pp. 502-529 | pp. 530-542 | pp. 542-559 | pp. 559-582 | pp. 582-589 |
| ENGL 1001/1002 SLOs Met | MATH 1015/1021 SLOs on Final Met | BIOL 1001 SLOs Multiple Choice Questions Not Met | History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review Met | Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams Met | ART 1440/1441/2470 SLO questions on Pre and post test Met |
| Dev Ed Success in ENGL 1001 after completing ENGL 0001 Indirect: Grades Not Met | MATH 1018 SLOs on Final Met | BIOL 1002 SLOs Multiple Choice Questions Not Met | CMST 1061 SLOs Met | Sociology SOCL 2001/2505 Pre and post test Met | Music Appreciation MUS 1751 SLOs on Final Met |
| ENGL 1002 Library Research Tools SLOs Met | MATH 1425 SLOs on Final Met | PHYS 1001/1002 SLOs Multiple Choice Questions Not Met | ENGL 2071/2072 SLOs Met | Political Science POLS 2051 Class assessments, midterm, and final Met | |

| Communication | Computation | Natural Sciences | Humanities | Social Science | Art |
|---|---|---|---|---|---|
| | MATH 1022<br>SLOs on Final<br>Met | CHEM 1001 SLOs<br>Multiple Choice Questions<br>Not Met | SPAN 1101/1102<br>Instructor<br>Observation, quizzes, tests, and papers<br>Not Offered | Dev Ed.<br>Social Science from<br>College Reading<br>Met | |
| | MATH 1023<br>SLOs on Final<br>Not Offered | | FREN 1001/2101<br>Quizzes, oral exams, and presentation<br>Met | Geography<br>GEOG 1001<br>Exams<br>Met | |
| | MATH 1431<br>SLOs on Final<br>Met | | | Economics<br>ECON 2010/2000/2010<br>Met | |
| | MATH 1550<br>SLOs on Final<br>Met | | | | |
| | Dev Ed<br>Completion of GE<br>math after DE<br>math Indirect using<br>completion rates<br>Met | | | | |
| | Peregrine Critical<br>Thinking<br>Not Met | | | | |

**Academic Affairs**
## General Education Outcome 1:  Communication

**Strategic Goals**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**Related Items-----------------------------**
**GE 1. Communication-General Education Description:**
**An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.**
Start:  11/1/2020
End:  10/31/2021
Progress:  Completed
Providing Department:  Academic Affairs

**RELATED ITEMS------------------------------------------------------------**
        **RELATED ITEM LEVEL 1**

**20-21 GE-Written Communication - ENGL 1001-1002**
**Objective Number:  3.11**
Start:  11/1/2020
End:  10/31/2021
Progress:  Completed
Provided By:  Liberal Arts

**Objective With Intended Outcomes:**

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula.

SLOs for ENGL 1001 are: Upon successful completion of this course, the student will

1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, and is clear.
2. Develop clear topic sentences that include the main idea of the paragraph.
3. Develop paragraph bodies with substantial support: evidence, details, and facts.
4. Use proper grammar, punctuation, mechanics, and usage throughout their writing.

SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process—on a more advanced level than ENGL 1001.
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

Fall 2020 sample course syllabus for ENGL 1001 (see file below)
Fall 2020 sample course syllabus for ENGL 1002 (see file below)

**Assessment/Evaluation/Measures/Strategies:**
The assessments of student learning for ENGL 1001 and ENGL 1002 represent direct internal measures using the professional judgement of the English faculty based on the outcomes of the books used for the courses.

For ENGL 1001, Outcome One is assessed using the final exam essay. According to the ENGL 1001 syllabus, "instructors evaluate the essay's thesis, organization, development, demonstration of critical thinking skills, and clarity." Outcomes 2-4 are assessed using a multiple-choice assessment given during the last week of classes. All students regardless of site or methodology will be assessed.

For ENGL 1002, both outcomes are assessed using a multiple-choice exam given toward the end of the semester that was revised for fall 2019. All students regardless of site or methodology will be assessed.
For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),

- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

A benchmark of 70% is used for all outcomes because ENGL 1001 is needed for students to graduate with an associate degree. In addition, the benchmark of 70% represents the minimum level of competency to transfer to the four-year institutions.

A benchmark of 70% is also used for the revised fall 2019 ENGL 1002 assessment.  The 70% is the lowest average grade that is transferable for ENGL 1002.

**Achieving the Dream Course Success Data Demographics**
Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

**Direct Assessment**
Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, ENGL 1001 was offered at five different sites/methodologies to 1,066 students (see Table 1). The course was not offered at the LSU Laboratory High School dual enrollment site or the Ochsner Lafayette General Orthopedic Hospital site.

| Table 1.  Enrollment and Number of Sections of ENGL 1001 AY 2020-2021. | | | | | | |
|---|---|---|---|---|---|---|
| Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% |
| Total number of Students | 1066 | 323 | 11 | 403 | 72 | 257 |
| Total number of Sections | 45 | 12 | 1 | 14 | 4 | 14 |

Table 2 indicates that 803 (75.3%) students were tested for student learning out of the 1,066 registered on census day for fall 2020 and spring 2021. Overall, students did quite well, scoring an 82% overall; an 84% for outcome 1, a 91% for outcome 2, a 94% for outcome 3, and an 80% for outcome 4 (see Table 2). Students at the dual enrollment sites < 50% of a program scored the highest overall with an 88%, followed by eight-week online at 84%, then 16-week online at 82%, followed up by LSUE face-to-face at 77%. In addition, the students at each of the sites scored above the benchmark of 70% for all outcomes except for the LSUA face-to-face site. The n = 11 at the LSUA site makes any generalizations difficult because the data from that site appears to be negatively skewed. The instructor at the

site noted that students had difficulty in the one section offered during fall 2020 due to interruptions by Hurricane Laura at the beginning of the semester and then Hurricane Delta in October 2020 (see 5-30-21... email PDF file below from a similar discussion on ENGL 0001).

| Table 2.  AY 2020-2021 ENGL 1001 SLO Results by Site as Percentages | | | | | | |
|---|---|---|---|---|---|---|
| Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% |
| Overall | 82 | 77 | 60 | 82 | 84 | 88 |
| 1. Write an essay of five paragraphs with well-defined thesis statement | 84 | 83 | 61 | 82 | 84 | 88 |
| 2. Use clear topic sentences | 91 | 87 | 80 | 91 | 93 | 95 |
| 3. Use evidence, details, and facts | 94 | 89 | 82 | 94 | 96 | 98 |
| 4. Use proper grammar and punctuation | 80 | 83 | 57 | 80 | 83 | 87 |
| Total number of students tested | 803 | 241 | 11 | 262 | 54 | 235 |
| Total number of sections | 45 | 12 | 1 | 14 | 4 | 14 |

Next, Table 3 suggests that student learning increased in AY 2020-2021 from AY 2019-2020 given the gains in the SLO scores for all outcomes except outcome 1, and it was equal across the two years. Comparing the means from spring 2015 through AY 2020-2021, Table 3 suggests that student learning increased since spring 2015 when the assessment was first given after several revisions. In every case, the SLOs scores from AY 2020-2021 exceed the means over the time periods shown.

| Table 3.  ENGL 1001 SLO Performance Longitudinally as Percentages. | | | | | | | |
|---|---|---|---|---|---|---|---|
| ENGL 1001 Descriptions | Sp 15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 70 | 75 | 79 | 79 | 80 | 80 | 82 | 77.9 |
| 1. Essay | 79 | 87 | 82 | 80 | 82 | 84 | 84 | 82.6 |
| 2. Topic Sentences | 77 | 84 | 86 | 88 | 90 | 84 | 91 | 85.7 |
| 3. Using Evidence, details, and facts | 68 | 84 | 87 | 90 | 92 | 91 | 94 | 86.6 |
| 4. Grammar and Punctuation | 61 | 70 | 76 | 78 | 77 | 78 | 80 | 74.3 |
| Total number of students tested | 218 | 577 | 909 | 941 | 877 | 826 | 803 | 735.9 |

The second part of this objective involves student learning related to ENGL 1002 (English Composition) that follows ENGL 1001. In all, there were 37 sections of ENGL 1002 offered, enrolling 776 students for fall 2020 and spring 2021. Of the 776 students, 596 (76.8%) of them were assessed for student learning (see Table 4). Overall, students scored a 78% with an 81% on outcome 1 and a 74% on outcome 2. Students at Dual Enrollment sites < 50% of a program scored the highest with an 81%, followed by motivated eight-week

online students with a 79%. This was followed by 16-week online students scoring a 77%, with face-to-face student at LSUE achieving a 76%. Students at all sites scored above the 70% benchmark for all SLOs.

| Table 4.  AY 2020-2021 ENGL 1002 SLO Results by Site in Percentages | | | | | | |
|---|---|---|---|---|---|---|
| Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% |
| Overall | 78 | 76 | | 77 | 79 | 81 |
| 1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process | 81 | 81 | see note | 80 | 82 | 83 |
| 2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation. | 74 | 70 | | 74 | 74 | 79 |
| Total number of students tested | 596 | 234 | | 128 | 58 | 176 |
| Total number of sections | 36 | 13 | | 7 | 4 | 12 |

**NOTE for Table 4:**  There was one section of ENGL 1002 at the LSUA face-to-face site in fall 2020 with seven students registered. The SLO data was turned in; however, it was unusable because the computer did not register the responses for outcome number 1. The instructor mistakenly hid the questions for outcome 1 (see 1-6-21 email pdf file below).

The longitudinal data in Table 5 suggests that student learning for ENGL 1002 during AY 2020-2021 surpassed the learning since the revised assessment was given in AY 2016-2017. In every case the AY 2020-2021 SLO scores are greater than the means for the period shown.

| Table 5. ENGL 1002 SLO Longitudinal Results as a Percentage | | | | | | |
|---|---|---|---|---|---|---|
| ENGL 1002 Descriptions | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 68 | 69 | 75 | 77 | 78 | 73.4 |
| 1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process | 72 | 73 | 77 | 80 | 81 | 76.6 |
| 2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation. | 62 | 65 | 73 | 73 | 74 | 69.4 |
| Total number of students tested | 397 | 700 | 702 | 658 | 596 | 610.6 |

Therefore, for the direct assessment, both ENGL 1001 and ENGL 1002 students did very well. The Director of IE commends the work done by English faculty over the past years. The increase in student learning is welcomed in a year of two major hurricanes and a pandemic.  Some new metrics will now be discussed.

**Achieving the Dream Course Success Data Demographics**
At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, ENGL 1001 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

As noted above, there were 1,066 students enrolled in ENGL 1001 on the census dates for fall 2020 and spring 2021. Overall, 782 (73.4%) of them earned an A, B, or C to complete the course. Table 6 presents the course success data by Ethnicity for all students enrolled in ENGL 1001 during AY 2020-2021, not just new first-time students. Table 6 shows minor fluctuations in the proportion of students enrolled versus the proportion that were successful. For example, 28.1% of the students enrolled were Black or African American, and 24.3% of them successfully completed the course for a difference of 3.8 percentage points. Further, 62.3% of the students registered were White students, with 66.8% of them successfully completing the course for a difference of 4.5 percentage points. All other student groups are within 0.9% of the proportion completing versus registered. Because the data in Table 6 is within the ±5 percentage points, the differences are considered as typical variability.

| Table 6.  ENGL 1001 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 4 | 0.4 | 4 | 0.5 |
| Asian | 9 | 0.8 | 6 | 0.8 |
| Black or African American | 300 | 28.1 | 190 | 24.3 |
| Hispanic of any race | 29 | 2.7 | 21 | 2.7 |
| Nonresident Alien | 1 | 0.1 | 1 | 0.1 |
| Race/Ethnicity Unknown | 38 | 3.6 | 21 | 2.7 |
| Two or more races | 21 | 2.0 | 17 | 2.2 |
| White | 664 | 62.3 | 522 | 66.8 |
| Total | 1066 | 100.0 | 782 | 100.0 |

Next, Table 7 examines the success rates by gender. Upon enrolling, 71.3% of the students were female, with 72.4% of them successfully completing the course. In addition, 28.7% registered were male, with 27.6% successfully completing the course. The differences between the proportion enrolled and the proportion completed are within the ±5 percentage points indicating typical variability for both groups.

| Table 7.  AY 2020-2021 ENGL 1001 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 760 | 71.3 | 566 | 72.4 |
| Male | 306 | 28.7 | 216 | 27.6 |
| Total | 1066 | 100 | 782 | 100 |

Finally, Table 8 examines the same success data for ENGL 1001 by whether or not the student received a Pell Grant. Those without a Pell Grant enrolled at a rate of 60.4% but completed ENGL 0001 at a rate of 65.7%. Students on a Pell grant enrolled at a rate of 39.6%, succeeding in the course at a rate of 34.3%. The difference for each of 5.3 percentage points is not considered typical variability.

| Table 8. AY 2020-2021 ENGL 1001 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 644 | 60.4 | 514 | 65.7 |
| Y | 422 | 39.6 | 268 | 34.3 |
| Total | 1066 | 100 | 782 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**

Given the results on the student learning outcomes:

- the observed score for ENGL 1001 = 82 > the benchmark of 70% and
- the observed score for ENGL 1002 = 78 > the benchmark of 70%

this objective is met.

**Improvement Plan/ Changes Made:**

Even though the objective was met, faculty think they can improve in both ENGL 1001 and ENGL 1002 by:
LSUE face-to-face: Provide outline sheets to help students prepare essays; compare strong and weak essays to the class for comparison; break up the documented essay process into smaller steps.

16-Week Online: More assignments focusing on pre-writing; present instructions for Final Exam earlier.

Eight-Week Online Accelerated: Focus more heavily on topic sentences and paraphrasing, with consistent reviews.

Dual Enrollment: -Use Grademark on TurnItIn for essay submissions to provide better feedback on errors and stylistic improvements; additional practice on critical thinking and clarity.

LSUA: Assign student presentations on the Student Learning Outcomes to involve them more in the content.

Director of IE's note:  Given the two hurricanes and the pandemic, it is recommended that faculty monitor results into AY 2021-2022.


**RELATED ITEM LEVEL 1**
**20-21 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**
**Objective Number:**  3.12
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Liberal Arts

**Objective With Intended Outcomes:**
Developmental Education (DE) students will successfully complete (earn credit in) their first general education (GE) English course (ENGL 1001) at rates that approximate national averages after successfully completing developmental English (ENGL 0001). ENGL 0001 is developmental English Composition while ENGL 1001 is the first GE English Composition course.

**Assessment/Evaluation/Measures/Strategies:**
The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English course (ENGL 1001) after successfully completing the DE English course (ENGL 0001) with a C or better. The report tabulates the various metrics from DE through GE English regardless of whether a student took the course face-to-face (LSUE or off-site) or online. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering in a given year and then reports whether or not they have earned any college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2014-2015 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing the developmental education English course (student obtains a C or higher in ENGL 0001):

- 85.3% enrolled in college level English courses (ENGL 1001)
- 77.5% earned college level English credits (D or higher in ENGL 1001).

Citation for the NCES Document is Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was not met due to an issue with the report. The report was corrected during fall 2020.

For AY 2020-2021, the report to determine whether students completing (ENGL 0001) (DE English composition) with a C or better enrolled in and subsequently completed ENGL 1001 (the first GE English composition course) with a D or better was run on May 5, 2021. The results in Table 1 indicate that 416 students enrolled in the English course, with 327 (78.6%) completing it in AY 2014-2015. Given that, 278 (85.0%) of the 327 students enrolled in ENGL 1001 and 235 (71.9%) of the 327 successfully completed it with a D or better.

| AY | Enrolled DE English | Completed DE English with a C or Higher | Enrolled GE English | Completed GE English with a D or Higher | Percent Enrolled in GE English (1001) | Percent Earning Credit in GE English |
|---|---|---|---|---|---|---|
| Table 1. Indirect Assessment: Completion of the First GE English Course (ENGL 1001) with a D or Higher for Students Completing DE English (ENGL 0001) with a C or Higher. | | | | | | |
| 1213 | 424 | 342 | 277 | 235 | 81.0 | 68.7 |
| 1314 | 386 | 313 | 274 | 228 | 87.5 | 72.8 |
| 1415 | 416 | 327 | 278 | 235 | 85.0 | 71.9 |

Given that the observed value for enrollment in ENGL 1001 = 85.0%, which approximates the 85.3% from the NCES and that the observed value for achieving a D or better in ENGL 1001 = 71.9% < 77.5% from the NCES, this objective is partially met (given the enrollment in ENGL 1001).

Director of IE's note: The AY 2014-2015 year was repeated because it reflects the 6-year window established by the NCES and now includes data for students graduating from another institution through spring 2020 using the National Student Clearinghouse. Data from the Clearinghouse is downloaded to LSU Eunice's system each October. Because this report was run in spring 2021, it unfortunately included students who completed during fall 2020. The Director has placed a note on his calendar to download the reports prior to the

end of fall 2021 to minimize the effect of the fall semester because the NCES uses through spring of the sixth year (in this case 2020) in their methodology.

**Improvement Plan/ Changes Made:**
Share with the English Coordinator and monitor into next year to determine what differences, if any, come from the availability of the graduation data.

**RELATED ITEM LEVEL 1**
**20-21 GE-Library Research Tools**
**Objective Number:** 3.13
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

This objective will be assessed using SLO #2 from ENGL 1002:

Upon successful completion of this course, the student will

2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

The ENGL 1002 course syllabus is attached below as evidence.

**Assessment/Evaluation/Measures/Strategies:**
Direct measurement using an internal multiple-choice assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. Students were asked to identify correct citing of sources using the appropriate MLA style parenthetical citations. The multiple-choice assessment parallels the research assignment required for ENGL 1002.

In AY 2019-2020, the SLO document underwent revision for the fall 2019 testing cycle. As a result, the benchmark was revised to 70%, which is the lowest C (average) grade that is transferable to other institutions of higher education in the State of Louisiana.

Prior to AY 2019-2020, a preliminary benchmark of 62.89% was established because the assessment underwent several revisions and testing.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were at total of 776 students enrolled in ENGL 1002, with 596 (76.8%) of them being assessed for student learning (see Table 1). The results for ENGL 1002 outcome 2 indicate that students scored at a 74% overall, with students at dual enrollment sites < 50% scoring at 79%, both 8-week and 16-week online scoring at 74%, and LSUE face-to-face students scoring at 70%.

| Table 1.  AY 2020-2021 ENGL 1002 SLOs for Information Literacy by Site in Percentages | | | | | | |
|---|---|---|---|---|---|---|
| Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enroll < 50% |
| 2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation. | 74 | 70 | see note | 74 | 74 | 79 |
| Total number of students tested | 596 | 234 | | 128 | 58 | 176 |
| Total number of sections | 26 | 13 | | 7 | 4 | 2 |

**NOTE for Table 1:**  There was one section of ENGL 1002 at the LSUA face-to-face site in fall 2020 with seven students registered. The SLO data was turned in; however, it was unusable because the computer did not register the responses for outcome number 1. The instructor mistakenly hid the questions for outcome 1 (see 1-6-21 email pdf file below). As a result, and given an n = 7, the results for outcome 2 were not considered.

Next, Table 2 shows the longitudinal data for ENGL 1001 outcome 2 dealing with library research tools. It indicates incremental improvements in student learning since AY 2016-2017 and suggests that learning in AY 2020-2021 outperformed the same time period, given that 74% > 69.4%.

| Table 2. ENGL 1002 SLO Longitudinal Results as a Percentage | | | | | | |
|---|---|---|---|---|---|---|
| ENGL 1002 Descriptions | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| 2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation. | 62 | 65 | 73 | 73 | 74 | 69.4 |
| Total number of students tested | 397 | 700 | 702 | 658 | 596 | 610.6 |

Given that the observed score of 74% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they can improve by:

LSUE face-to-face, given that area's score of 70%: Break up the documented essay research process into smaller steps, allowing students to focus on isolated aspects of the project as it builds to the final product; promote embedding of library's newly created research process video into instructors' Moodle/MyCourses pages for supplemental student instruction.

## General Education Outcome 2: Computation

**Strategic Goals**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**Related Items------------------------------**

**GE 2:  Computation-General Education Description:**

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Providing Department:** Academic Affairs

**RELATED ITEMS**----------------------------------------------------------------
    **RELATED ITEM LEVEL 1**
    **20-21 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**
    **Objective Number:** 2.21 Mathematics
    **Start:** 11/1/2020
    **End:** 10/31/2021
    **Progress:** Completed
    **Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. MATH 1015 (Applied College Algebra), MATH 1020, and MATH 1021 (College Algebra) will be used to assess this outcome.

The syllabus for MATH 1015, Applied College Algebra, meant for terminal two-year degrees or non-STEM degrees, and the syllabus for MATH 1021, College Algebra, meant for those who are transferring to four-institutions toward STEM degrees, are provided below for documentation. In addition, the syllabus for MATH 1020, which is a five-hour version of MATH 1021, is also attached below. MATH 1020 include two additional credit hours to cover developmental mathematics issues that typically cause students to have difficulty in the course. All three courses give a similar final exam with the only difference being the MATH 1015 exam which is focused on application. According to the syllabus for each course, the student, upon successful completion of the course, will:

A. Solve equations and inequalities algebraically or graphically.
B. Evaluate and interpret function values.
C. Graph functions.

**Assessment/Evaluation/Measures/Strategies:**
**Internal Direct Assessment:**
The objectives for College Algebra will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes (SLOs) for all students taking the MATH 1015, MATH 1020, and MATH 1021 final exams at <mark>all sites and all delivery methods.</mark> For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Benchmark = 70% which is the lowest average grade that will typically transfer to four-year institutions.

**Achieving the Dream Course Success Data Demographics**

Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

**Direct Assessment**
MATH 1015, MATH 1020, and MATH 1021
For AY 2020-2021, There were 890 students enrolled in MATH 1015, MATH 1020, and MATH 1021 on the census days for fall 2020 and spring 2021 with 601 (67.5%) being assessed for student learning on the final exam (see Table 1 and see final exam PDF files attached below). Considering all students in the three courses, the data indicates that students scored an overall 74% with a 71% on outcome A, a 76% on outcome B, and a 77% outcome C. In addition, students performed nearly identically in both the applied and theoretical versions of the college algebra courses.

| Table 1.  SLO Results for College Algebra AY 2020-2021 in Percentages. | | | |
|---|---|---|---|
| MATH 1021 SLO Description | Overall for both College Algebra Courses | Overall MATH 1015 | Overall MATH 1020/1021 |
| Overall | 74 | 75 | 74 |
| A. Solve Equations and Inequalities Algebraically & Graphically | 71 | 71 | 71 |
| B. Evaluate and Interpret Function Values | 76 | 77 | 76 |
| C. Graph Functions | 77 | 78 | 76 |
| Total number of students tested | 601 | 297 | 304 |
| Total number of sections | 35 | 15 | 20 |

Table 2 examines the three courses longitudinally showing a slight decrease in performance from AY 2019-2020 and being somewhat consistent with the means over the time period shown. Further, all four sets of numbers shown a natural fluctuation in the scores over the eight-year time period.

| Table 2.  Combined MATH 1020, MATH 1021, and MATH 1015 SLO Results | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Student Learning Outcome | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 71 | 74 | 73 | 73 | 76 | 76 | 75 | 74 | 74.1 |
| A. Solve Equations and Inequalities Algebraically & Graphically | 73 | 75 | 74 | 70 | 73 | 74 | 74 | 71 | 73.0 |
| B. Evaluate and Interpret Function Values | 70 | 82 | 78 | 77 | 79 | 78 | 77 | 76 | 77.1 |
| C. Graph Functions | 74 | 74 | 72 | 74 | 77 | 77 | 78 | 77 | 75.4 |
| Total number of students tested | 594 | 763 | 678 | 707 | 619 | 726 | 613 | 601 | 662.6 |

MATH 1015
For AY 2020-2021, there were 444 students enrolled in MATH 1015 on the census days for fall 2020 and spring 2021 with 297 (66.9%) of them being assessed for student learning (see Table 3). Note that there were no MATH 1015 courses offered at

- LSU Alexandria,
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

so those LSUE sites were removed from Table 3. Students scored a 75% overall with a 71% on outcome A, 77% on outcome B, and a 78% on outcome C. Students did quite well scoring above the 70% benchmark at all sites except outcomes A for 16-week online students. Faculty may wish to determine the cause of the lower score for the 16-week online course versus the 8-week online course.

| Table 3.  SLO results for MATH 1015 only AY 2020-2021 as Percentages. | | | | | |
|---|---|---|---|---|---|
| MATH 1015 SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk | Modular |
| Overall | 75 | 78 | 74 | 81 | 72 |
| A. Solve Equations and Inequalities Algebraically and Graphically | 71 | 73 | 65 | 75 | 71 |
| B. Evaluate and Interpret Function Values | 77 | 81 | 76 | 82 | 71 |
| C. Graph Functions | 78 | 78 | 78 | 86 | 73 |
| Total number of students tested | 297 | 117 | 67 | 27 | 86 |
| Total number of sections | 15 | 5 | 3 | 2 | 5 |

Table 4 depicts the data longitudinally since AY 2013-2014 showing that student performance remained mostly flat since AY 2019-2020 and approximated the means for the time period. Table 4 also indicates that fluctuation exists for all outcomes having dipped from 79% in AY 2014-2015 to 74% in AY 2016-2017, then increasing again to 77% in AY 2018-2019.

| Table 4.  MATH 1015 Longitudinal Data by Academic Year as a Percentage. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MATH 1015 SLO Description | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 78 | 79 | 77 | 74 | 76 | 77 | 75 | 75 | 76.4 |
| A. Solve Equations and Inequalities Algebraically and Graphically | 80 | 80 | 76 | 72 | 75 | 78 | 76 | 71 | 76.0 |
| B. Evaluate and Interpret Function Values | 80 | 81 | 80 | 75 | 76 | 74 | 75 | 77 | 77.3 |
| C. Graph Functions | 81 | 80 | 77 | 75 | 78 | 77 | 77 | 78 | 77.9 |
| Total number of students tested | 334 | 359 | 322 | 288 | 325 | 335 | 269 | 297 | 316.1 |

MATH 1020/1021
As noted previously MATH 1020 and MATH 1021 include the same coursework; however, MATH 1020 is a 5-credit hour course containing "just in time" mini-lessons on topics that cause students difficulty in college algebra. MATH 1021 is a 3-credit hour course teaching only the college algebra material.  Both courses use the same final exam, so the data is combined into one table. Note that there were no sections at

- Online accelerated (8-week),
- at the LSU Laboratory School, or
- at the Ochsner Lafayette General Orthopedic Hospital.

sites. Overall, students scored a 74% with a 71% on outcome A and a 76% on outcomes B and C. LSUE students had some difficulty on outcome A, so an item analysis was completed for outcome A only showing that questions 17, 26, and 30 had less than a 60% probability of being answered correctly. Question

- 17 is on solving a rational equation that has an answer of no solution. It appears as if students are not working the problem or checking their answer and just answering ±8 (see the MATH 1020-1021 Detailed Item Analysis PDF file below).
- 26 is on finding an inverse function on a rather simple problem. It appears as if students are not solving for y correctly for the inverse and are committing a sign error.
- 30 is on finding an inverse dealing with an exponential where students again are not solving for the inverse correctly and taking the logarithm of (x-3) instead of just x.

Next, the LSUA face-to-face section had only five students having difficulty with all outcomes; however, given the low n, no generalizations should be made, especially because all other sites met the 70% benchmark.

| Table 5.  SLO results for MATH 1020/1021 (College Algebra) only AY 2020-2021 as a Percentage. | | | | | |
|---|---|---|---|---|---|
| MATH 1021 SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Dual Enr < 50% |
| Overall | 74 | 71 | 64 | 77 | 78 |
| A. Solve Equations and Inequalities Algebraically and Graphically | 71 | 63 | 68 | 77 | 77 |
| B. Evaluate and Interpret Function Values | 76 | 73 | 62 | 82 | 78 |
| C. Graph Functions | 76 | 75 | 62 | 73 | 78 |
| Total number of students tested | 304 | 136 | 5 | 64 | 99 |
| Total number of sections | 20 | 8 | 1 | 5 | 6 |

Longitudinally, the data in Table 6 indicates that the overall score has increased from 64% to a score in the mid-70s with AY 2020-2021 being 74%. Again, there appears to be a natural fluctuation given that there was a high of 77% in AY 2017-2018 with a slight decline to 74% in the current year. In addition, each of the outcomes either exceed or approximate the means for the time period shown.

| Table 6. Longitudinal MATH 1020/1021 SLO Results by AY as a Percent | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Description | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 64 | 70 | 70 | 72 | 77 | 76 | 76 | 74 | 72.4 |
| A. Solve Equations and Inequalities Algebraically and Graphically | 66 | 70 | 73 | 69 | 71 | 70 | 72 | 71 | 70.3 |
| B. Evaluate and Interpret Function Values | 60 | 83 | 76 | 78 | 82 | 81 | 79 | 76 | 76.9 |
| C. Graph Functions | 68 | 69 | 68 | 74 | 76 | 77 | 78 | 76 | 73.3 |
| Total number of students tested | 260 | 404 | 356 | 419 | 294 | 391 | 344 | 304 | 346.5 |

The next section deals with a new initiative on indirect measures and breaking the data out by Ethnicity, gender, and socioeconomic status.

**Achieving the Dream Course Success Data Demographics**
At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, MATH 1015 and MATH 1021 success rates (A, B, C only) are examined using demographic data because the courses are two of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

MATH 1015
For MATH 1015, there were 444 students enrolled on the census dates for fall 2020 and spring 2021. Overall, 236 (53.2%) of them earned an A, B, or C to complete the course. Table 7 presents the course success data by Ethnicity for all students enrolled in MATH 1015 during AY 2020-2021, not just new first-time students. Table 7 shows that most Ethnic groups had minor changes in the proportion for success versus the proportion in enrollment; however, most of the groups have a low number of students. Black or African American students were 24.3% of the enrollment with 16.1% of them successfully completing the course for a difference of 8.2 percentage points. White students, on the other hand, were 69.9% of the enrollment with 78.4% of them successfully completing the course for a difference of 8.5%. As a result, the changes for Black or African American students and White students are not considered typical variation from enrollment to course completion using the ±5 percentage points to define typical variability.

| Table 7.  MATH 1015 AY 2021-2022 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 3 | 0.7 | 2 | 0.8 |
| Asian | 2 | 0.5 | 1 | 0.4 |
| Black or African American | 108 | 24.3 | 38 | 16.1 |
| Hispanic of any race | 6 | 1.4 | 3 | 1.3 |
| Nonresident Alien | 1 | 0.2 | 1 | 0.4 |
| Race/Ethnicity Unknown | 9 | 2.0 | 4 | 1.7 |
| Two or more races | 6 | 1.4 | 2 | 0.8 |
| White | 309 | 69.6 | 185 | 78.4 |
| Total | 444 | 100.0 | 236 | 100.0 |

In terms of gender, 81.1% of the students enrolled were female with 87.3% of them successfully completing the course for a difference of 6.2 percentage points (see Table 8). This corresponded to a change in the proportion of male students successfully completing the course of 6.2 percentage points. Again, this difference is not a typical variation using the ±5 percentage points to define typical variability.

| Table 8.  AY 2021-2022 MATH 1015 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 360 | 81.1 | 206 | 87.3 |
| Male | 84 | 18.9 | 30 | 12.7 |
| Total | 444 | 100 | 236 | 100 |

Using whether students receive a Pell Grant to determine socioeconomic status, Table 9 shows a difference of 3.8 percentage points from enrollment to course completion with an increase for those not receiving a Pell Grant. This difference is considered a typical variability using the ±5 percentage points change to define typical variability.

| Table 9. AY 2021-2022 MATH 1015 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 207 | 46.6 | 119 | 50.4 |
| Y | 237 | 53.4 | 117 | 49.6 |
| Total | 444 | 100 | 236 | 100 |

MATH 1021
As with MATH 1015, MATH 1021 is one of the most requested courses by new first-time students. As a result, the success data is included here using the same demographic metrics. Note, however, that data from MATH 1020 is not included in this discussion because it is not one of the ten of most requested courses by new first-time students.

For AY 2020-2021, there were 225 students enrolled on the census dates for fall 2020 and spring 2021 with 120 (53.3%) of them receiving an A, B, or C (see Table 10). Black or African American students made up 16.4% of those enrolled with 11.7% of them successfully completing the course with an A, B, or C for a difference of 4.7 percentage points. White students made up 69.3% of those enrolled with 76.7% of them successfully completing the course for a difference of 7.4 percentage points. While the difference in proportions of 4.7 percentage points for Black or African American students is within the ±5 percentage point, the difference for White students of 7.4 percentage points is not.

| Table 10.  MATH 1021 AY 2021-2022 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 1 | 0.4 | 0 | 0.0 |
| Asian | 1 | 0.4 | 0 | 0.0 |
| Black or African American | 37 | 16.4 | 14 | 11.7 |
| Hispanic of any race | 11 | 4.9 | 4 | 3.3 |
| Nonresident Alien | 1 | 0.4 | 1 | 0.8 |
| Race/Ethnicity Unknown | 9 | 4.0 | 6 | 5.0 |
| Two or more races | 9 | 4.0 | 3 | 2.5 |
| White | 156 | 69.3 | 92 | 76.7 |
| Total | 225 | 100.0 | 120 | 100.0 |

Next, the proportion of enrollment by gender is depicted in Table 11 indicating a 5.3 percentage point difference from the proportion of those enrolled to the proportion successfully completing the course. Again, this is not considered to be a typical variation because it is not within the ±5 percentage points.

Table 11. AY 2021-2022 MATH 1021 Success Rate by Gender (all students).

| Gender | Enrolled | | A, B, or C | |
|---|---|---|---|---|
| | n | % | n | % |
| Female | 127 | 56.4 | 74 | 61.7 |
| Male | 98 | 43.6 | 46 | 38.3 |
| Total | 225 | 100 | 120 | 100 |

Table 12 displays the same success data by using whether or not the student received a Pell Grant as an indicator of socioeconomic status. Students not receiving a Pell Grant made up 66.2% of those enrolled succeeding at 71.7% for a difference of 5.5 percentage points. Those on a Pell Grant decreased the same amount from enrollment to completion. This is not considered to be a typical variation because it does not fall within the ±5 percentage points.

Table 12. AY 2021-2022 MATH 1021 Success Rate by SES (all students).

| Pell | Enrolled | | A, B, or C | |
|---|---|---|---|---|
| | n | % | n | % |
| N | 149 | 66.2 | 86 | 71.7 |
| Y | 76 | 33.8 | 34 | 28.3 |
| Total | 225 | 100 | 120 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the

- combined observed score of 74% from all college algebra courses > the established benchmark of 70%,
- observed score for MATH 1015 of 75% > the established benchmark of 70%, and
- observed score for MATH 1020 and 1021 of 74% > the established benchmark of 70%,

the is objective is met.

**Improvement Plan/ Changes Made:**

The following was taken from the math meeting minutes for MATH 1015/1020/1021 (section highlighted below):

The 16-week online MATH 1015 had issues with SLO A. The online course does not really discuss solving equations by using the graphing calculator. It might help to add a video or two discussing solving equations using the graphing calculator which would give students another approach to solve equations.

The face-to-face MATH 1021 has issues with SLO A. The faculty were informed of the most missed questions on the face-to-face final exam. Faculty agreed that these questions are always highly missed. They will make sure to include more questions like those during lectures and to include them on their exams.

There were issues with MATH 1021 on the LSUA campus. There was low enrollment, so it is difficult to make a generalization about the data. Grace Semones stated via email that attendance is a major issue for her students. She stated that she may consider including a participation grade to encourage attendance. See attached email below.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Mathematics for Elementary School Teachers (MATH 1018)**
**Objective Number:** 2.22 Mathematics
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula.  MATH 1018 (Mathematics for Elementary School Teachers) will be used to assess this outcome.

The 2020-2021 syllabus (see PDF below) for MATH 1018 contains the following student learning outcomes.  The student, upon successful completion of this course will (new outcomes):

   A.  Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).
   B.  Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods.
   C.  Apply basic operations to solve real world applications.

 Prior to AY 2020-2021, the old outcomes were.   The student, upon successful completion of this course will:

A. Express and perform calculations in a variety of different number systems.
B. Apply basic operations to solve real world applications.
C. Interpret, explain, and develop patterns in problem solving.

Rationale for updating SLOs: The change was to better align with the book and what was being taught. The previous book had very little visualization and a lot more problem solving. The new book introduces fractions early on and is carried out throughout the semester. Students typically struggle with fractions so moving fractions to the beginning of the course and throughout the entire course benefits students overall understanding of mathematics for K-8.

**Assessment/Evaluation/Measures/Strategies:**
This objective will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes for all students who take the MATH 1018 (Mathematics for Elementary School Teachers) final exam at all sites and all delivery methods. For AY 2012-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted since it is the lowest average grade that will transfer to other institutions of higher education.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 36 students enrolled in face-to-face sections at the LSUE site with 34 (94.4%) being assessed using the final exam.  The course was not offered at any other site or online and the three sections represents all sections offered during fall 2020

and spring 2021. Students in the three sections scored a 76% overall with an 84% on outcome A, a 71% on outcome B, and a 73% on outcome C (see table 1). Two of the three SLO reports, both from spring 2021, are included as a PDF below for review.

| Table 1.  SLO results for MATH 1018 AY 2020-2021 as a Percentage. | | |
|---|---|---|
| SLO Description | Overall | LSUE FF |
| Overall | 76 | 76 |
| A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions). | 84 | 84 |
| B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods. | 71 | 71 |
| C. Apply basic operations to solve real world applications. | 73 | 73 |
| Total number of sections | 3 | 3 |
| Total number of students tested | 34 | 34 |

Table 2 depicts the longitudinal data indicating fluctuations in the level of achievement from year to year since AY 2017-2018 with the overall of 76% being slightly less than the mean over the time period. It should be noted that fewer students were assessed as well for AY 2020-2021 even though students in all sections were assessed. Further, the SLOs changed for AY 20-21 and the data seems to indicate that the decrease may be related to the change. There is most likely a decrease in SLOs B and C due to there being more fractions or fraction applications covered throughout and on the final exam. Students always struggle with fractions.

| Table 2.  MATH 1018 Longitudinal Data by Academic Year as a Percentage. | | | | | |
|---|---|---|---|---|---|
| SLO Description | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 80 | 77 | 82 | 76 | 78.8 |
| A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions). | 76 | 74 | 82 | 84 | 79.0 |
| B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods. | 87 | 87 | 79 | 71 | 81.0 |
| C. Apply basic operations to solve real world applications. | 79 | 73 | 86 | 73 | 77.8 |
| Total number of students tested | 47 | 20 | 64 | 34 | 41.3 |

Given that the observed score of 76% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Faculty stated that they plan on improving SLOs B and C by spending more time with interpreting fractions and solving applications with them. Faculty plan on emphasizing interpreting fraction applications and recognizing what operation is needed. There were issues with these concepts. Amanda Dunlap (instructor) stated that she plans on reviewing the final exam questions where less than 60% of the students got the question correct to see if there are issues with these questions or if she could spend more class time on these questions.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Mathematics - Statistics (MATH 1425)**
**Objective Number:** 2.23 Mathematics
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. In this case, competency will be demonstrated using MATH 1425 (Elementary Statistics). The syllabus for MATH 1425 contains the following student learning outcomes (see file below). The student, upon successful completion of this course, will:

A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial.
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters.
C. Calculate and interpret basic probabilities and binomial probabilities.

**Assessment/Evaluation/Measures/Strategies:**
The objective will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes for all students taking MATH 1425 (Elementary Statistics) final exam at all sites and all delivery methods. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and

- Ochsner Lafayette General Orthopedic Hospital.

Note that objective C was new for AY 2018-2019 and is still being examined and has not yet been benchmarked.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment.

A benchmark of 70% was adopted because it is the lowest average grade that will transfer to other institutions of higher education.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, there were 405 students enrolled in MATH 1425 on the census dates for fall 2020 and spring 2021 with 309 (76.3%) of them being assessed for student learning on the final exam (see Table 1 and see Attachment 1 for the Final Exam). Note that MATH 1425 was not offered at the following sites so they have been omitted from Table 1.
- LSU Alexandria,
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory High School, and
- Ochsner Lafayette General Orthopedic Hospital.

Overall, students scored a 76% with an 82% on outcome A, a 72% on outcome B, and a 70% on outcome C (see Table 1). Table 1 also indicates that all sites performed similarly (in the mid-70s) and performed similarly on all outcomes. Online 16-week students performed at a 68% for outcome B, but were above the 70% for outcomes A and C. In addition, the results for outcome C met the 70% benchmark at the three sites for the first time since it was introduced in AY 2018-2019.

| Table 1.  MATH 1425 SLO Results AY 2020-2021 as a Percentage. | | | | |
|---|---|---|---|---|
| MATH 1425 SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk |
| Overall | 76 | 76 | 74 | 75 |
| A.  Organize and summarize data using descriptive techniques that are both mathematical and pictorial | 82 | 82 | 81 | 79 |
| B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters | 72 | 72 | 68 | 78 |
| C.  Calculate probabilities | 70 | 70 | 71 | 70 |
| Total number of students tested | 309 | 227 | 49 | 33 |
| Total number of sections for AY | 13 | 9 | 2 | 2 |

Table 2 depicts the longitudinal data indicating that students taking the course in AY 2020-2021 outperformed students who took it in AY 2019-2020.  The current students also outperformed students since AY 2013-2014 as indicated by exceeding the means for the overall and each outcome. Again, as noted above, the results on outcome C met the 70% benchmark for the first time since it was introduced.

Director of IE's note:  The faculty will be asked if they wish to now use the 70% benchmark for outcome C of if they wish to leave it without a benchmark for one more year.  I will leave the decision to them.

| Table 2.  MATH 1425 Longitudinal SLO Results as a Percentage. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MATH 1425 SLO Description | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 73 | 70 | 74 | 73 | 70 | 70 | 72 | 76 | 72.3 |
| A.  Organize and summarize data using descriptive techniques that are both mathematical and pictorial | 76 | 72 | 78 | 76 | 76 | 77 | 79 | 82 | 77.0 |
| B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters | 72 | 68 | 67 | 70 | 64 | 67 | 67 | 72 | 68.4 |
| C.  Calculate probabilities | -- | -- | -- | -- | -- | 66 | 66 | 70 | 67.3 |
| Total number of students tested | 314 | 289 | 283 | 288 | 335 | 284 | 351 | 309 | 306.6 |

Given that the observed outcome of 76% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Monitor the results given the increase in performance for each SLO.
Faculty will accept the 70% benchmark for outcome 3 for the AY 2021-2022.


**RELATED ITEM LEVEL 1**
**20-21 Competency in Mathematics - Plane Trigonometry (MATH 1022)**
**Objective Number:**  2.24 Mathematics
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Science & Mathematics

**Objective With Intended Outcomes:**

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. This outcome is assessed using the SLOs in MATH 1022 (Plane Trigonometry).

The 2020-2021 syllabus for MATH 1022 file below contains the following student learning outcomes.  The student, upon successful completion of this course will:

A. Evaluate trigonometric functions and manipulate their graphs.
B. Solve trigonometric equations and applications.

**Assessment/Evaluation/Measures/Strategies:**

Direct internal assessment of student learning will take place using standardized multiple-choice assessment for all learning outcomes. All students who take the final exam in MATH 1022 (Plane Trigonometry), regardless of mode of delivery, will be assessed (i.e., no sampling).  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The faculty used the outcomes from the textbook and their professional judgement in deciding SLOs and specific problems to be placed on the assessment.  The benchmark was established at 70%, which is the lowest average grade that transfers to other institutions.

**Assessment/Evaluation Results (Progress Report):**

For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 125 students enrolled in six sections of MATH 1022 on the census dates for fall 2020 and spring 2021 with 99 (79.2%) of them being assessed for student learning on the final exam. Note that no sections of MATH 1022 were offered at the following locations so they were deleted from Table 1.

- LSU Alexandria,

- Online full-term (16-week),
- Online accelerated (8-week),
- LSU Laboratory High School, and
- Ochsner Lafayette General Orthopedic Hospital.

As Table 1 indicates, students scored a 76% on the overall and each of the outcomes.  Dual enrollment students performed slightly better than did the LSUE face-to-face students with the total number of students being divided almost evenly between them.

| Table 1.  MATH 1022 SLO Results AY 2020-2021 by Site as a Percentage | | | |
|---|---|---|---|
| MATH 1022 SLO Description | Overall | LSUE FF | Dual Enr < 50% |
| Overall | 76 | 72 | 80 |
| A.  Evaluate trig functions and manipulate their graphs | 76 | 73 | 79 |
| B.  Solve trig equations and applications | 76 | 72 | 81 |
| Total number of students tested | 99 | 51 | 48 |
| Total number of sections for AY | 6 | 3 | 3 |

Longitudinally, Table 2 shows that the results dropped slightly from AY 2019-2020 to AY 2020-2021; however, it is also worth noting that the values for AY 2020-2021 approximate the means for the period shown. Further, Table 2 indicates that the values typically fluctuate from year to year.

| Table 2.  MATH 1022 SLO Longitudinal Results as a Percentage | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| MATH 1022 SLO Description | SP 14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 77 | 75 | 75 | 76 | 75 | 78 | 80 | 76 | 76.5 |
| A.  Evaluate trig functions and manipulate their graphs | 78 | 79 | 78 | 76 | 78 | 79 | 85 | 76 | 78.6 |
| B.  Solve trig equations and applications | 76 | 69 | 71 | 76 | 71 | 77 | 75 | 76 | 73.9 |
| Total number of students tested | 33 | 134 | 125 | 144 | 160 | 113 | 130 | 99 | 117.3 |

Given that the observed score of 76% > the established benchmark of 70%, this outcome is met.

**Improvement Plan/ Changes Made:**
There was a slight decrease in the SLO results but that could be a result of COVID-19, two major hurricanes, and freezes that caused campus to close.

The results will be monitored for AY 2021-2022 since the observed scores were still above the established benchmark.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Mathematics - Precalculus (MATH 1023)**
**Objective Number:** 2.25 Mathematics
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Delayed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. This outcome will be assessed using the student learning outcomes from MATH 1023 (Pre-Calculus).

The fall syllabus for MATH 1023 file below contains the following student learning outcomes. The student, upon successful completion of this course will (file was removed by the Director of IE because it was outdated):

A. Solve equations and inequalities algebraically and graphically.
B. Evaluate and interpret function values.
C. Graph algebraic functions.
D. Evaluate trigonometric functions and manipulate their graphs.
E. Solve trigonometric equations and applications.

**Assessment/Evaluation/Measures/Strategies:**
The objective will be directly assessed from a standardized multiple choice-assessment containing student learning outcomes for all students who take the MATH 1023 (Pre-Calculus) final exam at all sites and all delivery methods.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70% is the lowest average grade that will transfer to other institutions.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this course was not offered.

For AY 2020-2021, this course was not offered.

**Improvement Plan/ Changes Made:**


**RELATED ITEM LEVEL 1**

**20-21 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**
**Objective Number:** 2.26 Mathematics
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. MATH 1431 (Calculus with Business and Economic Applications) will be used to assess this outcome. The 2020-2021 syllabus for MATH 1431 file below contains the following student learning outcomes.

The student, upon successful completion of this course will:
A. Evaluate and simplify elementary limits and apply the intuitive concept of continuity.
B. Apply various techniques of differentiation and integration on elementary exponential, logarithmic and rational functions.
C. Solve applied problems.

**Assessment/Evaluation/Measures/Strategies:**
The objectives will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes for all students who take the MATH 1431 (Calculus with Business and Economic Applications) final exam at all sites and all delivery methods. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institutions, was used.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were a total of 43 students registered in the MATH 1431 course for the fall 2020 and spring 2021 semesters at the LSUE site.  MATH 1431 was not offered at any other site or online.  Of the 43 students registered for the two semesters, 33 (76.7%) were assessed for student learning outcomes with the results depicted in Table 1. As Table 1 indicates, the overall was 73% with outcome A = 77%, outcome B = 76%, and outcome C = 68% for the 33 face-to-face students assessed. The spring 2021 SLO Report is attached as a PDF for review.

| Table 1.  SLO Results for MATH 1431 AY 2020-2021 by Site as a Percentage | | |
|---|---|---|
| MATH 1431 SLO Description | Overall | LSUE FF |
| Overall | 73 | 73 |
| A. Evaluate and simplify limits and apply the intuitive concept of continuity. | 77 | 77 |
| B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions. | 76 | 76 |
| C.  Solve applied business optimization problems. | 68 | 68 |
| Total number of students tested | 33 | 33 |
| Total number of sections | 2 | 2 |

Table 2 depicts the data longitudinally showing that the results slipped a bit from AY 2019-2020 with outcome C falling below the 70%. Table 2 also indicates that the results in AY 2020-2021 were slightly above some past years. In addition, even with the 68% on outcome C, the overall still exceeded the benchmark of 70%.

| Table 2.  Longitudinal Results for MATH 1431 as a Percent. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| MATH 1431 SLO Description | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 73 | 78 | 73 | 73 | 77 | 79 | 73 | 75.1 |
| A. Evaluate and simplify limits and apply the intuitive concept of continuity. | 77 | 77 | 84 | 77 | 68 | 75 | 77 | 76.4 |
| B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions. | 71 | 81 | 84 | 74 | 81 | 80 | 76 | 78.1 |
| C.  Solve applied business optimization problems. | 74 | 65 | 55 | 67 | 81 | 70 | 68 | 68.6 |
| Total number of students tested | 36 | 30 | 40 | 35 | 42 | 34 | 33 | 35.7 |

Given that the observed score = 73% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the overall benchmark was met, the faculty believe they can improve student learning by (see email below)

- Spending more time on applications since this course is an applied course it is important for the students to understand this concept (SLO C).
- The final exam could also be modified to better measure this outcome by including more questions.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Mathematics - Analytic Geometry and Calculus I (MATH 1550)**
**Objective Number:**  2.27
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Science & Mathematics

**Objective With Intended Outcomes:**
Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. The student learning outcomes in MATH 1550 (Analytic Geometry and Calculus I) will be used to assess this outcome.

The 2020-2021 syllabus for MATH 1550 file below contains the following student learning outcomes.

The student, upon successful completion of this course will:
A. Use the rules of differentiation to find, interpret and apply the derivative of a function.
B. Use basic integration techniques to find, interpret and apply the integral of a function.

**Assessment/Evaluation/Measures/Strategies:**
The objectives will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes for all students who take the MATH 1550 (Analytic Geometry and Calculus I) final exam at all sites and all delivery methods. For AY 2020-2021,

LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The faculty used the outcomes from textbook and their professional judgement in deciding SLOs and specific problems to be placed on the SLO assessment. The benchmark of 70%, which is the lowest average grade that will transfer to other institutions, was used.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective did not exist.

Director of IE's note: This is the first year for this objective. The number of students assessed exceeded 20 for the academic year.

Director of IE's General Note: The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 31 students enrolled in three sections of MATH 1550 on the census data for fall 2020 and spring 2021. In all, 21 (67.7%) of the students were assessed using the final exam (see Table 1). Overall, students scored a 73% with a 72% in the two face-to-face sections at LSUE and an 86% in one dual enrollment face-to-face section at a high school. One face-to-face LSUE and the dual enrollment SLO reports from spring 2021 are provided below for review.

| Table 1.  MATH 1550 SLO Results AY 2020-2021 as a Percentage. | | | |
|---|---|---|---|
| MATH 1550 SLO Description | Overall | LSUE FF | Dual Enr < 50% |
| Overall | 73 | 72 | 86 |
| A. Use the rules of differentiation to find, interpret and apply the derivative of a function. | 75 | 74 | 83 |
| B. Use basic integration techniques to find, interpret and apply the integral of a function. | 67 | 65 | 90 |
| Total number of students tested | 21 | 19 | 2 |
| Total number of sections for AY | 3 | 2 | 1 |

As this is the first year for the analysis of the SLOs for MATH 1550, there is no longitudinal data.

Given that the observed score =73% > the benchmark = 70%, this objective is met.

**Improvement Plan/ Changes Made:**
The faculty member teaching the LSUE face-to-face section responded in the email below. He states that he will try to introduce the idea of antiderivatives earlier in the semester when derivatives are introduced. The students would have to make an educated guess and check their results to see if their guess was correct.


**RELATED ITEM LEVEL 1**
**20-21 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**
**Objective Number:**  2.28 Mathematics - DE to GE
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Science & Mathematics


**Objective With Intended Outcomes:**
Developmental (DE) students will successfully complete (earn credit in) their first general education (GE) course (MATH 1015/1020/1021) at rates that approximate national averages after the successful completion of DE mathematics (MATH 0002/0015/0021).

MATH 1015 is Applied College Algebra mostly meant for two-year terminal degrees. MATH 1020 is a five-credit hour version of MATH 1021 that has a two-hour developmental component. MATH 1021 is College Algebra meant for four-year transfer degrees and STEM

fields. MATH 0015 (Introductory Algebra) and MATH 0021 (Intermediate Algebra) replaced MATH 0002 (Introductory Algebra) effective fall 2017.

**Assessment/Evaluation/Measures/Strategies:**
The indirect assessment of student learning is calculated by generating the success rate in the first GE mathematics course (MATH 1015/1020/1021) (D or higher) after completing the DE mathematics course (MATH 0002/0015/0021) (C or better) using a report provided by Institutional Research. The report tabulates various metrics tracking students from MATH 0001 through college-level mathematics regardless of whether a student took the course face-to-face (LSUE or offsite) or online. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering in a given year and then reports whether or not they have earned any college level credits in the subject in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2014-2015 will be examined during this assessment cycle.

Benchmarks established by the NCES:  For students completing all developmental education mathematics courses (C or higher in MATH 0002/0015/0021):

- 71.1% enrolled in college level math courses
- 61.7% earned college level math credits.

Citation for the NCES Document is Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the report to determine whether students completing the DE mathematics with a C or better enrolled in and subsequently completed MATH 1015/1020/1021 (the first GE mathematics course) with a D or better was run on May 5, 2021. The results in Table 1 indicate that of the new first-time students taking a DE mathematics course in AY 2014-2015, a total of 449 students enrolled in MATH 0002 with 323 (71.9%) completing it. Further, 287 (88.8%) of the 323 students enrolled in one of the GE mathematics courses with 239 (83.3%) of the 287 successfully completed it with a D or better.

| | | | Table 1. Indirect Assessment: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher. | | | |
|---|---|---|---|---|---|---|
| AY | Enrolled DE Math | Completed DE Math with a C or Higher | Enrolled GE Math | Completed GE Math with a D or Higher | Percent Enrolled in GE Math | Percent Earning Credit in GE Math |
| 1213 | 337 | 244 | 230 | 191 | 94.3 | 78.3 |
| 1314 | 404 | 310 | 263 | 219 | 84.8 | 70.6 |
| 1415 | 449 | 323 | 287 | 239 | 88.9 | 74.0 |

Given that the observed rate of enrollment of 88.9% > the established NCES benchmark of 71.1% and that the observed success rate based on a D or better of 74.0% > the established NCES benchmark of 61.7%, this objective is met.

Director of IE's note:  The AY 2014-2015 year was repeated because it reflects the 6-year window established by the NCES and now includes data for students graduating from another institution through spring 2020 using the National Student Clearinghouse. Data from the Clearinghouse is downloaded to LSU Eunice's system each October. Because this report was run in spring 2021, it unfortunately included students who completed during fall 2020 adding 48 students to the data. The Director has placed a note on his calendar to download the reports prior to the end fall 2021 to minimize the effect of the fall semester because the NCES uses through spring of the sixth year (in this case 2020) in their methodology.

**Improvement Plan/ Changes Made:**
The Director of IE will send this to the Interim Dean of Sciences and Mathematics to see if he agrees that we should monitor the results into next year. Running the report in November will still include summer data, but not fall.

**RELATED ITEM LEVEL 1**
**20-21 GE-Critical Thinking**
**Objective Number:** 3.21
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in critical thinking.

**Assessment/Evaluation/Measures/Strategies:**
**External Direct Assessment**

Effective AY 2018-2019, the Peregrine General Education (GE) Examination was given to students as they graduate. It was piloted with students in the spring 2019 semester.  All students except Management students are required to take a section labeled "Logic/Critical Thinking" section that includes questions on foundational theory and verbal reasoning.  Peregrine reports no national comparison for two-year institutions of higher education; however, a score of 52.8% is reported for a comparison to four-year institutions. LSU Eunice is unsure if it appropriate to compare LSU Eunice to baccalaureate institutions.

All sites will be assessed as the exam is online and does not require proctoring. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

LSU Eunice's students will approximate the 52.8% average obtained by four-year students.  The word "approximate" is used because LSU Eunice is giving the third iteration of the assessment during AY 2020-2021.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, 291 students graduated with an associate degree from LSU Eunice with 115 (39.7%) of them taking the logic/critical thinking section of the general education assessment. All 115 students met the 15-minute time limit, so no student data was removed. In addition, no students graduated from the LSU Laboratory High School or any of the dual enrollment sites < 50% of a program.  As a result, those columns were removed from Table 1.

| Table 1. AY 2020-2021 AALT Peregrine General Education Assessment Results by Site (Percentage Correct). | | | | | | |
|---|---|---|---|---|---|---|
| Topic | Overall | LSUE FF | LSUA FF | Online 16 or 8-Wk | LG Hospital | Nat'l |
| Logic/Critical Thinking | 46.8 | 46.6 | 70.0 | 60.0 | 40.0 | 52.8 |
| Number of students tested | 115 | 111 | 1 | 1 | 2 | |

The results indicated that the overall score of 46.8% fell below the 52.8% national score. This was reflective of the LSUE face-to-face site and the Ochsner Lafayette General Orthopedic Hospital site. The two students taking the assessment online and at the LSUA face-to-face site exceeded the 52.8% as noted in Table 1.

While students did not meet the 52.8% benchmark, Table 2 indicates that there has been a degree of improvement from 40.0% since the assessment was first given in spring 2019 to 46.8% in AY 2020-2021 as the current value exceeds the mean of 44.5% for the time period.

| Table 2. AALT Peregrine General Education Assessment Percentage Correct. | | | | |
|---|---|---|---|---|
| Topic | Sp 19 | 19-20 | 20-21 | Mean |
| Logic/Critical Thinking | 40.0 | 46.7 | 46.8 | 44.5 |
| Number of students tested | 68 | 142 | 115 | 108.3 |
| Number of students graduating | 200 | 315 | 291 | 268.7 |

Given that the observed value of 46.8% < the national score of 52.8%, this objective is not met.

**Improvement Plan/ Changes Made:**
Given the results on this objective, there is no doubt that they could be improved. However, there were several extraneous variables that most likely impacted quite a few of the results for AY 2020-2021 including two hurricanes in fall 2020, ongoing CV-19 challenges, and the extreme cold in February 2021 that affected campus operations. In addition, there are currently only three data points for logic/critical thinking. While logic/critical thinking is benchmarked against baccalaureate institutions, it is difficult, if not impossible, to determine what type of variability may exist in the scores longitudinally until there are more data points collected over several years.

As a result, the best course of action may be to monitor into next year and hope that AY 2021-2022 will be a little more "normal" than was AY 2020-2021.

In addition, a faculty member made a comment that students may not be taking parts of the test seriously and that could be causing the lower score as well (see attached email from 6-17-21).

## <u>General Education Outcome 3:  Natural Sciences</u>

**Strategic Goals**

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

## Related Items-----------------------------

### GE 3. Natural Science-General Education Description:

An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Providing Department:**  Academic Affairs

**RELATED ITEMS-------------------------------------------------------------**
**RELATED ITEM LEVEL 1**
### 20-21 Competency in Biology I
**Objective Number:**  2.31 Biological Science
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Science & Mathematics

**Objective With Intended Outcomes:**

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be assessed by the student learning outcomes (SLOs) in BIOL 1001: General Biology. According to the BIOL 1001 syllabus file below, the student learning outcomes are:

The student will:

A. Understand terms in the context of a scientific statement.
B. Critically evaluate biological concepts.
C. Integrate biological knowledge with other aspects of common knowledge.

Director of IE's note: The syllabus below is the updated version from December 2020. Very few changes occurred from the syllabus version used in fall 2020. In addition, the SLOs did not change.

**Assessment/Evaluation/Measures/Strategies:**
The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the biology faculty using a comprehensive final exam. Students in all sections will be assessed (i.e., no sampling).
For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.
**Achieving the Dream Course Success Data Demographics**

Director of IE's note: This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

AY 2020-2021, 17 sections were offered with 847 students enrolled. Of the 17 sections, 8 sections were face-to-face sections, 6 sections were online full-term sections (16-week), and 3 sections were online accelerated (8-week) sections. All sections were directly assessed using multiple-choice final exam questions for BIOL 1001. Only 698 students remained enrolled in all 17 sections on the final day of classes and the total number students evaluated for student learning outcomes was only 648 (76.5%) of those enrolled on the census dates.  A total of 149 withdrew during the semester and students not taking the final exam were not assessed.

For the face-to-face sections, the data is shown below.

- Overall Mean: 77.6%
- SLO 1: 80.7%
- SLO 2: 70.2%
- SLO 3: 82.0%
- n = 413 (see F2F data in pdf file below)

For the online full-term (16-week) sections, the data is shown below.

- Overall Mean: 54.4%
- SLO 1: 54.0%
- SLO 2: 54.5%
- SLO 3: 54.7%
- n = 172 (see F2F data in pdf file below)

For the online accelerated (8-week) sections assessed (3 out of 3), the data is shown below.

- Overall Mean: 54.0%
- SLO 1: 51.7%
- SLO 2: 54.0%
- SLO 3: 56.2%
- n = 63 (see online data in PDF file below)

No sections were offered at the LSUA, the LSU Laboratory School, the Ochsner Lafayette General Orthopedic Hospital, or at any dual enrollment high school sites < 50% of a program.

The overall data is shown below.

- Overall Mean: 69.2% (AY 2019-2020 mean = 72.7%)
- SLO 1:  70.8% (AY 2019-2020 mean = 74.1%)
- SLO 2: 64.4% (AY 2019-2020 mean = 69.3%)
- SLO 3: 72.3% (AY 2019-2020 mean = 74.8%)
- n = 648 (AY 2019-2020 n = 460) (see Overall Data in pdf file below)

**Achieving the Dream Course Success Data Demographics**
At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, the BIOL 1001 success rate (A, B, C only) is examined using demographic data because the course is one of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

Table 1 indicates that most Ethnic groups were registered for the course in rather small numbers. It also denotes that most Ethnic groups completed the course in a similar proportion in which they were enrolled with two exceptions. First, Black or African American students were 31.9% of the enrollment; however, they were 24.5% of the students successfully completing the course with an A, B, or C for a change of 7.4 percentage points. At the same time, White students were 58.4% of the enrollment, but completed with a C or better at a rate of 66.6% for a difference of 8.2 percentage points. The differences shown for Black or African American and White Ethnic groups are not considered typical because they are outside of the ±5 percentage points difference from registration to completion.

| Table 1.  BIOL 1001 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 5 | 0.6 | 3 | 0.6 |
| Asian | 8 | 0.9 | 7 | 1.4 |
| Black or African American | 270 | 31.9 | 122 | 24.5 |
| Hispanic of any race | 28 | 3.3 | 15 | 3.0 |
| Nonresident Alien | 3 | 0.4 | 2 | 0.4 |
| Race/Ethnicity Unknown | 26 | 3.1 | 11 | 2.2 |
| Two or more races | 12 | 1.4 | 6 | 1.2 |
| White | 495 | 58.4 | 331 | 66.6 |
| Total | 847 | 100.0 | 497 | 100.0 |

Next, Table 2 details the success rates for BIOL 1001 by gender. As noted, female students were 75.0% of the enrollment with 75.5% completing. Males were 25.0% of the enrollment with 24.5% of the completion. Because the difference from enrollment to completion is within ±5 percentage points, the differences are considered to be typical variation.

| Table 2. AY 2020-2021 BIOL 1001 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 635 | 75.0 | 375 | 75.5 |
| Male | 212 | 25.0 | 122 | 24.5 |
| Total | 847 | 100 | 497 | 100 |

Finally, the BIOL 1001 success rate was also examined by socioeconomic status using whether or not the student received a Pell Grant (see Table 3). As Table 3 depicts, 47.8% of the students enrolled did not receive a Pell Grant while 52.2% did. For completion, however, 53.1% of the students without a Pell Grant successfully completed the course with an A, B, or C while 46.9% of those with a Pell Grant completed the course. This difference of 5.3 percentage points is not within the ±5 percentage points and there is not considered typical variation.

| Table 3. AY 2020-2021 BIOL 1001 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 405 | 47.8 | 264 | 53.1 |
| Y | 442 | 52.2 | 233 | 46.9 |
| Total | 847 | 100 | 497 | 100 |

**Summary:**
Given the observed score on the direct assessment = 69.2% < the established 70% benchmark, this objective is not met.

**Improvement Plan/ Changes Made:**
For AY 2020-2021, the average 69.2% is less than AY 19-20 average 72.7%. There was also a decrease in the overall averages for individual SLO benchmarks in AY 2020-2021 compared to AY 2019-2020, though the 70.0% benchmark for success was still met by SLO 1 and SLO 3. Unlike in AY 2019-2020 and 2018-2019, the data for AY 2020-2021 was collected from all faculty. Therefore, it is difficult to make direct comparisons to AY 2019-2020 because the data from the previous academic year was incomplete. Challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the Fall 2020 semester, and a deep freeze in the Spring 2021

semester.  Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan.

Director of IE's Note:  I agree with the Interim Dean to monitor given the difference in methodology and given the challenges with COVID 19, the hurricanes, and the deep freeze. There are too many extraneous variables to begin tinkering with methodology and instruction to find that any change may make the situation worse.  One recommendation is that the faculty use at least 10 questions per outcome for their actual assessment questions.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Biology II**
**Objective Number:**  2.32 Biological Science
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Science & Mathematics

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 1002:  General Biology II. According to the BIOL 1002 syllabus, the student learning outcomes are:

The student will:
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants, and animals.
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants, and animals.

Director of IE's note:  The syllabus below is the updated version from December 2020. Very few changes occurred from the syllabus version used in fall 2020. In addition, the SLOs did not change.

**Assessment/Evaluation/Measures/Strategies:**
The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the biology faculty using a comprehensive final exam. Students at all sites and methodologies will be included in the data (i.e., no sampling).

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was tentatively met (incomplete data).
Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, seven sections were offered with 199 students registered on the census days for the fall and spring semesters with 27 withdrawing leaving 172 remaining on the last day of classes.  A total of 169 (84.9%) of the 199 students were directly assessed by multiple choice questions for BIOL 1002.

Face-to-Face Data

- Mean: 83.4%
- SLO 1: 91.0%
- SLO 2: 81.4%
- SLO 3: 77.9%
- n = 58

Full-Term (16-week) Online Data

- Mean: 56.9%
- SLO 1: 54.2%
- SLO 2: 65.5%
- SLO 3: 51.0%
- n = 73

Accelerated (8-Week) Online Data

- Mean: 67.5%
- SLO 1: 65.8%
- SLO 2: 66.8%
- SLO 3: 70.0%
- n = 38

Overall Data

- Mean: 68.4% (AY 2019-2020 mean = 80%)
- SLO 1: 69.5% (AY 2019-2020 mean = 82.1%)
- SLO 2: 71.2% (AY 2019-2020 mean = 86.7%)
- SLO 3: 64.5% (AY 2019-2020 mean = 71.2%)
- n = 169 (AY 2019-2020 n = 107)

For each SLO, the average scores were calculated for each student.  A decrease in performance from AY 2019-2020 to AY 2020-2021 was noted for the overall and each SLO. In some cases, the decrease was substantial (SLO 1 and SLO 2).

Given that the observed score on the direct assessment is 68.4% < the established 70% benchmark, this outcome is not met.

**Improvement Plan/ Changes Made:**
For AY 2020-2021, the average 68.4% is less than AY 19-20 average 80.0%.  There was also a decrease in the overall averages for individual SLO benchmarks in AY 2020-2021 compared to AY 2019-2020, though the 70.0% benchmark for success was still met by SLO 2.  Unlike in AY 2019-2020 and 2018-2019, the data for AY 2020-2021 was collected from all faculty whereas in AY 2019-2020 some faculty did not report data. Therefore, it is difficult to make direct comparisons to AY 2019-2020 because the data from the previous academic year was incomplete.

In addition, challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the fall 2020 semester, and a deep freeze in the spring 2021 semester.  Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan.

Director of IE's Note:  I agree with the Interim Dean to monitor given the difference in methodology and given the challenges with COVID 19, the hurricanes, and the deep freeze. There are too many extraneous variables to begin tinkering with methodology and instruction to find that any change may make the situation worse.  One recommendation is that the faculty use at least 10 questions per outcome for their actual assessment questions.

**RELATED ITEM LEVEL 1**
**20-21 Competency in Physical Science**

**Objective Number:** 2.33 Physical Science
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in PHSC 1001: Physical Science I and PHSC 1002: Physical Science II.

According to the syllabus for PHSC 1001 file below, the student, upon successful completion of this course, will:

A. Identify Newton's 3 laws of motion.
B. Apply the laws of thermodynamics.
C. Classify stellar evolutionary stages.

According to the syllabus for PHSC 1002 file below, the student, upon successful completion of this course, will:

A. Identify parts of the periodic table.
B. Employ balancing techniques on chemical equations.
C. Distinguish between different classifications of rocks.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the physical science faculty using a comprehensive final exam.  Students in all course sections offered will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and

- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes. A pooled mean will be used when data from PHSC 1001 and PHSC 1002 are evaluated collectively.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, all PHSC 1001 had 34 students enrolled in two face-to-face sections at LSUE only with 34 (65.4%) being assessed for student learning. For PHSC 1002, 10 students were enrolled in two face-to-face sections at LSUE only with 8 (80%) being assessed for student learning. Both courses were assessed using the final exams. No course sections were offered at any other site or online.

**PHSC 1001:**  There were two face-to-face sections offered between the fall and spring semesters.

- Mean: 53.3% (AY 2018-2019 = 71.0%, n =34)
- SLO A: 54.9% (AY 2019-2020 = 78.4%)
- SLO B: 41.9% (AY 2019-2020 61.7%)
- SLO C: 63.2% (AY 2019-2020 73.0%)
- n = 34 (see SLO Data Analysis PHSC 1001 file below)

For each SLO, the average student scores were calculated.  As noted in the data above, the scores for AY 2020-2021 fell approximately 20 percentage points from AY 2019-2020.

**PHSC 1002:**   Two face-to-face sections were offered in the fall and spring semesters with 14 students enrolled.

- Mean: 62.5% (AY 2019-2020 = 86.1%, n = 11)
- SLO A: 57.5% (AY 2019-2020 = 89.1%)
- SLO B: 65% (AY 2019-2020 = 83.6%)
- SLO C: 65% (AY 2019-2020 = 85.5%)
- n = 8 (see PHSC 1002 Data Analysis file below)

For each SLO, the average student scores were calculated and, as with PHSC 1001, the results fell nearly 20 percentage points from AY 2019-2020.

The pooled mean for PHSC 1001 and PHSC 1002 is 64.9%.  In addition:
- Mean: 64.9% (AY 2019-2020 = 74.0%, n = 42)
- SLO A: 58.7%
- SLO B: 66.3%
- SLO C: 69.8%
- n = 42 (see PHSC Pooled Data Analysis file below)

Overall, since the observed score of 64.9% < the benchmark of 70%, this objective was not met.

**Improvement Plan/ Changes Made:**
This is the third year using a pooled mean to determine if the objective was met in these courses. The pooled mean for both courses was 64.9%, which is less than the 70% benchmark.  Individually, neither course achieved the 70% benchmark.

Numerous challenges were faced in AY 2020-2021.  First, students were directly impacted to changes in instruction methods due to the COVID-19 pandemic as well as severe weather brought by two hurricanes and the deep freeze.  In addition, changes in personnel from AY 2019-2020 into AY 2020-2021 contributed to inconsistencies in how students were assessed on final exams.

With such a drastic decline in performance compared to the previous academic years, it will be necessary to implement an improvement plan.  Discussions on assessing the learning outcomes will need to be had with faculty teaching these courses.

(Interim Dean's Note: I have personally assessed these outcomes in the past and have noted increased scores over the previous academic years.  We had a temporary faculty member this academic year that I tried to work with over the fall and spring semesters.  He did not respond well to instruction and, as a result, poorly assessed the students.  This faculty member is no longer with us.  The remaining new faculty hire is still with us, and I do intend to work with both this faculty member and another new hire more closely.)

**RELATED ITEM LEVEL 1**
**20-21 Competence in Chemistry I**
**Objective Number:** 2.34 Chemistry
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Science & Mathematics

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in CHEM 1001:  Chemistry I.  According to the CHEM 1001 syllabus file below, the student learning outcomes are:

The student will:

A. Comprehend the trends observed in the periodic table (periodic trends).
B. Demonstrate the ability to write and balance chemical reactions.
C. Compute the gas laws.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment:**
The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the chemistry faculty on the comprehensive final exam. Students in all sections will be assessed (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was tentatively met (students achieved a 69.8% that was rounded to a 70% = the benchmark of 70%).

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, two face-to-face sections of CHEM 1001 were offered at LSUE only with 74 students enrolled and 69 (93.2%) being assessed for student learning.  There were no online sections or sections offered at any other sites.

Overall results indicate the students scored:

- Mean: 65.0% (AY 2019-2020 = 69.8%)

- SLO A: 64.6% (AY 2019-2020 71.5%)
- SLO B: 69.9% (AY 2019-2020 62.8%)
- SLO C: 60.6% (AY 2019-2020 = 74.9%)
- n = 69

As noted in the data above, the there was a slight drop in the overall results, outcome A and outcome C.

Given that the observed score of 65.0% < than the 70% benchmark, this objective was not met.

**Improvement Plan/ Changes Made:**
For AY 2020-2021, the average 65.0% is less than AY 19-20 average 69.8%.  There was also a decrease in the overall averages for individual SLO benchmarks in AY 2020-2021 compared to AY 2019-2020, with the exception of SLO 2.  With rounding, the 69.9% for SLO 2 could be considered tentatively met within the 70% benchmark.

In addition, challenges in AY 2020-2021 were presented by the COVID 19 pandemic, two hurricanes in the fall 2020 semester, and a deep freeze in the spring 2021 semester.  Because of all the challenges faced in AY 2020-2021, the situation will be monitored in AY 2021-2022 before deciding on a proper improvement plan.

## General Education Outcome 4:  Humanities

**Strategic Goals**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement

**Related Items----------------------------**
**GE 4. Humanities-General Education Description:**

An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Providing Department:** Academic Affairs

**RELATED ITEMS------------------------------------------------------------**
       **RELATED ITEM LEVEL 1**
       **20-21 GE-History**
       **Objective Number:** 3.41
       **Start:** 11/1/2020
       **End:** 10/31/2021
       **Progress:** Completed
       **Provided By:** Liberal Arts

       **Objective With Intended Outcomes:**
       Students will successfully complete their general education coursework developing competencies in historical periods of their choice.

       This objective will be directly assessed by the student learning outcomes in:

- HIST 1001 Western Civilization to 1500,
- HIST 1003 Western Civilization since 1500,
- HIST 2055 The United States Until 1865,
- HIST 2057 The United States from 1865 to the Present, and
- HIST 2071 History of Louisiana.

       (Note: The History faculty use the same SLOs for each course. As a result, SLO data is aggregated across all courses taught in an academic year but broken out by site in the IE reports.)

       <span style="color:red">New student learning outcomes:</span>

       Upon successful completion of this course, the student will:

1. identify major events, theories, and issues.
2. recognize major figures and specific movements.
3. analyze historical discourse.

<span style="color:red">Previous student learning outcomes:</span>

Students will:

1.  recognize major events, theories, and issues.
2.  recognize major figures and specific movements.
3.  demonstrate their understanding of cultural precedents and grasp of relationship to current issues, as well as an ability to analyze historical meaning in a proper manner.

<span style="color:red">Rationale:</span>  It was felt that both number one and two did not need to be recognized and that number three had poor wording. Syllabi for History 1001 and 2071 are contained in the files below.

**Assessment/Evaluation/Measures/Strategies:**
**Direct Assessment**
The population of students (i.e., no sampling) remaining in each of the courses above at the end of the course will be directly assessed for student learning. Note that individual faculty members may differ from this slightly depending on their own class section situation. For AY 2020-2021, LSU Eunice had sites at the following locations:

• LSU Eunice,
• LSU Alexandria,
• Online full-term (16-week),
• Online accelerated (8-week),
• Dual Enrollment High Schools < 50% of a program,
• LSU Laboratory School, and
• Ochsner Lafayette General Orthopedic Hospital.

To give faculty the most flexibility to decide what was best for their students, the outcomes will be assessed using effective AY 2020-2021:

1.  comprehensive final exam (selected questions)
2.  selected questions on tests administered throughout the semester
3.  written assignment(s)

Previously, the SLO assessments took place using the following:

1.  Ten questions on unit or final exam addressed major historical events, theories, and issues.

2. Ten questions on unit or final exam addressed identification of major figures and movements in history.
3. A written book review will demonstrate student understanding of the past to the present as well as an ability to analyze historical material in a proper manner.

Success is defined as students achieving a score of 70% or better.  The benchmark of 70% is the traditional lowest C so that courses may transfer elsewhere in the higher education system.

**Achieving the Dream Course Success Data Demographics**

Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 1,071 students enrolled in 32 sections of HIST 1001/1003/2055/2057/2071 on the census days for fall 2020 and spring 2021 with 909 (84.9%) being assessed for student learning (see Table 1). Please note that no history courses were offered at the LSU Laboratory High School dual enrollment site or at the Ochsner Lafayette General Orthopedic Hospital site. Table 1 indicates that overall student learning was nearly equivalent across all sites having a differential of only six percentage points. In addition, the overall scores and their individual outcomes exceeded the 70% benchmark at each site.

| Table 1.  HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2020-2021 as Percentages | | | | | | |
|---|---|---|---|---|---|---|
| History SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enroll < 50% |
| Overall | 86 | 82 | 84 | 89 | 85 | 88 |
| 1. Identify major events, theories, and issues | 89 | 81 | 87 | 98 | 90 | 91 |
| 2. Recognize major figures and movements | 88 | 82 | 88 | 92 | 90 | 89 |
| 3. analyze historical discourse | 79 | 77 | 78 | 79 | 76 | 84 |
| Total Number of Students: | 909 | 305 | 6 | 220 | 116 | 262 |
| Total Number of Sections: | 32 | 10 | 1 | 7 | 4 | 10 |

Table 2 shows the longitudinal breakdown for the history courses since AY 2012-2013. First, student performance exceeded the means for the time period in all areas except outcome 3 which decreased a bit from AY 2019-2020. However, this was expected in some respect due to the change in assessment from a book report to a book report, questions on the final exam, or other written assignments allowing the faculty more flexibility with their assessments. In addition, please note that the scores for outcome 3 have fluctuated in the past dropping from 80% in AY 2012-2013 to a 79% in AY 2013-2014.

| Table 2.  HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results as Percentages | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| History SLO Description | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 80 | 82 | 85 | 83 | 86 | 88 | 88 | 86 | 86 | 84.9 |
| 1. Identify major events, theories, and issues | 81 | 83 | 84 | 85 | 83 | 88 | 86 | 88 | 89 | 85.2 |
| 2. Recognize major figures and movements | 79 | 83 | 85 | 83 | 87 | 90 | 86 | 89 | 88 | 85.6 |
| 3. analyze historical discourse | 80 | 79 | 86 | 80 | 87 | 89 | 90 | 84 | 79 | 83.8 |
| Total Number of Students: | 195 | 421 | 498 | 628 | 838 | 891 | 838 | 914 | 909 | 681.3 |

**Achieving the Dream Course Success Data Demographics**

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, HIST 2055 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course. Note that HIST 1001/1003/2057/2071 are not on the top ten list of courses most registered by new first-time students so they are not included in the demographic analysis.

For AY 2020-2021, there were 313 students registered in HIST 2055 on the census dates for fall 2020 and spring 2021. Overall, 247 (78.9%) of them earned an A, B, or C to complete the course. Table 4 presents the course success data by Ethnicity for all students enrolled in HIST 2055 during AY 2020-2021. Table 4 shows minor fluctuations in the proportion of students enrolled versus the proportion that were successful. For example, 24.0% of the students enrolled were Black or African American, and 21.9% of them successfully completed the course. Further, 68.4% of the students registered were White students, with 70.4% of them successfully completing the course. All other student groups are < 1% of the proportion completing versus registered. Given the data in Table 4, the data suggests typical variability since it is within the ±5 percentage points.

| Table 4. HIST 2055 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 2 | 0.6 | 1 | 0.4 |
| Asian | 1 | 0.3 | 1 | 0.4 |
| Black or African American | 75 | 24.0 | 54 | 21.9 |
| Hispanic of any race | 6 | 1.9 | 5 | 2.0 |
| Nonresident Alien | 1 | 0.3 | 1 | 0.4 |
| Race/Ethnicity Unknown | 5 | 1.6 | 4 | 1.6 |
| Two or more races | 9 | 2.9 | 7 | 2.8 |
| White | 214 | 68.4 | 174 | 70.4 |
| Total | 313 | 100.0 | 247 | 100.0 |

Next, Table 5 breaks out the same success data by gender. It indicates that almost 70% (69.6%) enrolled were female with 70.4% of them successfully completing the course. In addition, 30.4% of the students enrolled were male with 29.6% of them successfully completing the course. Given the small changes, the data in Table 5 is considered typical variation using the ±5 percentage points.

| Table 5. AY 2020-2021 HIST 2055 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 218 | 69.6 | 174 | 70.4 |
| Male | 95 | 30.4 | 73 | 29.6 |
| Total | 313 | 100 | 247 | 100 |

Finally, examining the success rates by socioeconomic status (SES) using the Pell Grant as an indicator indicates that both groups - those not having and those having a Pell grant - successfully completed the course in the same relative proportions in which they enrolled; the difference being 1.5 of a percentage point.

| Table 6. AY 2020-2021 HIST 2055 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 169 | 54.0 | 137 | 55.5 |
| Y | 144 | 46.0 | 110 | 44.5 |
| Total | 313 | 100 | 247 | 100 |

The data indicating variation in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the observed score of 86% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they may be able to improve student learning by (see respective SLO reports below)

**LSUE Face-to-Face:**  Giving a written book review seemed to help students perform better than giving them a quiz.

**16-week Online:**  giving student an example of a college essay and better explain to students how to write a logical argument.

**Eight-Week Accelerated Online:**  including more formative assessments and include a study guide with more open-ended questions.

**Dual enrollment site:**  continuing updating questions as necessary; use questions that stimulate student recall of information; incorporate primary source documentation into the book report.

**RELATED ITEM LEVEL 1**
**20-21 GE-Speech Communication**
**Objective Number:**  3.42
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in oral communication required for their chosen major.

This objective will be assessed using the following Student Learning Outcomes (SLOs) from CMST 1061 (Fundamentals of Communication).  Upon successful completion of this course, the student will:

A. Research for speeches and write a sentence outline with a bibliography.
B. Deliver speeches orally.
C. Effectively participate in group problem-solving activities.

A sample revised (November 2020) syllabus from spring 2021 is contained in the file below. The revised syllabus standardized all language and referred to the appropriate general education objective (humanities versus communication).

**Assessment/Evaluation/Measures/Strategies:**
CMST 1061 is chosen to represent the student learning outcomes since it typically has the majority of students enrolled in it for all LSU Eunice sites.

All students enrolled in the CMST 1061 course (i.e., no sampling) will be directly assessed using internal documents regardless of the methodology of instruction. For AY 2020-2021, LSU Eunice had sites at the following locations:
- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Faculty will calculate the grade on the informative outline for Outcome A.  The Informative, Persuasive, and/or Motivational speeches will be combined as one mean for B.  Outcome C will be assessed on the group project.  Rubrics will be used to grade the informative and persuasive speeches and the group project.

The benchmark for the outcomes is set at 70%, the minimum grade needed for a C that would be appropriate to transfer the course to a four-year institution (since CMST 1061 is transferable as a general education course).

**Achieving the Dream Course Success Data Demographics**

Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

**Direct Assessment**
Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, 355 students were enrolled in 12 sections of CMST 1061 on the census days for fall 2020 and spring 2021 with 301 (84.8%) of them being assessed for student learning (see Table 1). Note that

- LSU Alexandria,
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital (LG Ortho)

are not included in Table 1 because there were no sections of CMST 1061 offered at those locations.

Overall, students scored an 86% with an 83% on outcome A, an 85 on outcome B, and a 91% on outcome C. Motivated eight-week online students scored the highest at 90% with face-to-face students at LSUE scoring 85% and the students enrolled in the 16-week online following behind at 84%. Students' scores exceeded the 70% benchmark for all outcomes at all sites.

| Table 1.  CMST 1061 SLO Results by Site AY 2020-2021 as Percentages | | | | |
|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk |
| Overall | 86 | 85 | 84 | 90 |
| A.  Research | 83 | 84 | 81 | 89 |
| B.  Deliver speeches orally | 85 | 84 | 84 | 90 |
| C.  Group problem solving | 91 | 88 | 90 | 95 |
| Total number of students tested | 301 | 72 | 166 | 63 |
| Total number of sections in AY | 12 | 3 | 6 | 3 |

Longitudinally, students approximated or exceeded the mean of the scores since AY 2013-2014 (see Table 2). The data in Table 2 suggests that some variation takes place from year to year as noted in AY 2018-2019 when the scores slipped from 87% to 85% and then rebounded to 86% in academic years 2019-2020 and 2020-2021.

| SLO Description | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
|---|---|---|---|---|---|---|---|---|---|
| Overall | -- | 83 | 85 | 87 | 87 | 85 | 86 | 86 | 85.6 |
| A.  Research | 78 | 82 | 80 | 79 | 84 | 83 | 84 | 83 | 81.6 |
| B.  Deliver speeches orally | 91 | 82 | 89 | 84 | 83 | 85 | 85 | 85 | 85.5 |
| C.  Group problem solving | 96 | 87 | 88 | 98 | 93 | 88 | 90 | 91 | 91.4 |
| Total number of students tested | 280 | 254 | 303 | 210 | 190 | 427 | 389 | 301 | 294.3 |

Table 2.  CMST 1061 SLO Longitudinal Data as Percentages.

PDF documents below are verification that speeches are being assessed include
- Informative speech from LSUE face-to-face fall 2020,
- Information speech from 16-week online fall 2020,
- Group participation from 16-week online fall 2020,
- Informative speech from 8-week online spring 2021, and
- Group participation from 8-week online spring 2021.

**Achieving the Dream Course Success Data Demographics**

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, CMST 1061 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

For CMST 1061, 227 (63.9%) of the 355 students enrolled successfully completed it with an A, B, or C. Table 3 presents the course success data by Ethnicity for all students enrolled in CMST 1061 during AY 2020-2021. Table 3 shows that 29.0% of those registered were Black or African American with 21.6% of them successfully completing the course - a difference of 7.4 percentage points. Further, 59.7% of the students registered were White students with 68.7 of them successfully completing the course - a difference of nine percentage points. All other student groups have a small amount of variation with Hispanic of any race students having the largest at 1.7 percentage points. Table 3 suggests that the changes with respect to both Black or African American and White students are not typical variability.

| Table 3.  CMST 1061 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 2 | 0.6 | 1 | 0.4 |
| Asian | 4 | 1.1 | 2 | 0.9 |
| Black or African American | 103 | 29.0 | 49 | 21.6 |
| Hispanic of any race | 17 | 4.8 | 7 | 3.1 |
| Nonresident Alien | 1 | 0.3 | 1 | 0.4 |
| Race/Ethnicity Unknown | 12 | 3.4 | 9 | 4.0 |
| Two or more races | 4 | 1.1 | 2 | 0.9 |
| White | 212 | 59.7 | 156 | 68.7 |
| Total | 355 | 100.0 | 227 | 100.0 |

Table 4 examines the same data using gender. As indicated, there is a 3.1 percentage point difference between the enrollment and subsequent completion for each group.  Because the change is 3.1 percentage points which is below the ±5 percentage point change, this difference is considered typical.

| Table 4.  AY 2020-2021 CMST 1061 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 253 | 71.3 | 169 | 74.4 |
| Male | 102 | 28.7 | 58 | 25.6 |
| Total | 355 | 100 | 227 | 100 |

The last demographic metric to be considered is whether the student received a Pell Grant - used to determine socioeconomic status. Students not receiving a Pell Grant were 50.4% of the enrollment but succeeded at a rate of 55.5% yielding an increase of 5.1 percentage points. The proportion of students on a Pell Grant decreased from 49.6% at enrollment to 44.5% having success at the end of the course. Again, the difference of 5.1% points is considered not to be a typical variation in the proportions.

| Table 5. AY 2020-2021 CMST 1061 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 179 | 50.4 | 126 | 55.5 |
| Y | 176 | 49.6 | 101 | 44.5 |
| Total | 355 | 100 | 227 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**
Given that the observed score of 84% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though this objective was met, faculty believe they can do the following to help improve student learning (see the various SLO Reports below):

**LSUE Face-to-Face:** (Fall 2020) Encourage students to follow the proper format and look at examples provided for outcome 1; offer one-on-one help in delivering the oral speeches; review the requirements for group participation (see Attachment 1 below).

**16-Week Online:** (Spring 2021) provide study guides for the exams and provide specific expectations and guidelines for assignments (see Attachment 2). The faculty member also added via email that he provides reminders of due dates and examples of what a finished assignment is supposed to look like (see Attachment 4).

**8-Week Online:** (Spring 2021) spend more time going over the elements of the speech outlines; stress the importance of using sources; find an easier way for students to meet as groups (see Attachment 3).

**RELATED ITEM LEVEL 1**
**20-21 GE-Humanities - ENGL 2071/2072**
**Objective Number:** 3.43
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in the period of American Literature of their choice or as required by their curricula. The student learning outcomes (SLOs) in two courses will assess this Objective (see syllabus files below).

- ENGL 2071 - American Literature I:  Forging a Nation
- ENGL 2072 - American Literature II:  Coming of Age

SLOs according to the syllabus for ENGL 2071 and the syllabus for ENGL 2072 are upon successful completion of this course, the student will:

1. identify significant writers of the period and their works.
2. demonstrate an understanding of the influence of society and historical change on the individual works.

**Assessment/Evaluation/Measures/Strategies:**
All students in the course at the time of the SLO assessment will be assessed (i.e., no sampling).

For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

For outcome 1:  ENGL 2071 - tests; ENGL 2072 - midterm and final exam.
For outcome 2:  ENGL 2071 - essay; ENGL 2072 - major written assignment.

Since the SLOs for the course are the same, it was decided to combine the results into one IE report. The established benchmark for transfer courses at LSU Eunice is 70%. It is the lowest "average" or C grade that will transfer to other institutions of higher education in the state of Louisiana.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note: The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there was one face-to-face section of ENGL 2071 offered in the fall. There was one accelerated online section of ENGL 2072 offered in fall and spring. In addition, there was one ENGL 2072 dual enrollment section offered in the spring. In all, there were 104 students enrolled in the four sections with 91 (87.5%) of them being assessed for student learning. Students scored an 86% overall with LSUE face-to-face at 91%, online accelerated 8-week at 85%, and dual enrollment < 50% of a program at 85% (see Table 1). Face-to-face students at LSUE outpaced the performance while both online 8-week accelerated, and dual enrollment students scored similarly.

| Table 1. AY 2020-2021 ENGL 2071 and 2072 SLO Results by Site as Percentages | | | | |
|---|---|---|---|---|
| Description | Overall | LSUE FF | Online 8-Wk | Dual Enr < 50% |
| Overall | 86 | 91 | 85 | 85 |
| 1. Identify significant writers and their work | 85 | 97 | 82 | 84 |
| 2. Understand the society and historical change on individual works | 91 | 87 | 91 | 94 |
| Total number of students tested | 91 | 15 | 52 | 24 |
| Total number of sections | 4 | 1 | 2 | 1 |

Table 2 depicts the longitudinal performance of students with the current students performing slightly below the past academic years. Given that, Table 1 and Table 2 indicated that all student groups met the overall and each outcome assessed.

| Table 2. Longitudinal SLO Data for ENGL 2071 and 2072 as a Percentage | | | | | |
|---|---|---|---|---|---|
| Description | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 87 | 91 | 88 | 86 | 88.0 |
| 1. Identify significant writers and their work | 84 | 91 | 84 | 85 | 86.0 |
| 2. Understand the society and historical change on individual works | 90 | 92 | 89 | 91 | 90.5 |
| Total number of students tested | 96 | 104 | 80 | 91 | 92.8 |

Given that the observed score of 86% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they can improve by:

LSUE face-to-face:  Teaching ENGL 2071 as a hybrid with work turned in online and tests face-to-face. (Director of IE's note:  Faculty member has a good point given that our area of Louisiana was hit by two > Category 3 hurricanes during fall 2020) (see ENGL 2071 face-to-face pdf below).

Online Accelerated: Create lessons that incorporate video versions of the lectures asking questions after each video (see ENGL 2072 online accelerated pdf below).

Dual Enrollment:  Edit recorded lectures to remove extraneous commentary; ask more questions in the discussion forum (see ENGL 2072 Dual Enrollment pdf file below).

**RELATED ITEM LEVEL 1**
**20-21 Foreign Language (Spanish)**
**Objective Number:**  3.45
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Canceled
**Provided By:**  Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in a foreign language (Spanish) as required by their curriculum.

Students will be assessed using of student learning outcomes (SLOs) in SPAN 1101 and SPAN 1102, both Elementary Spanish.

According to the SPAN 1101 syllabus from fall 2016 and SPAN 1102 syllabus from spring 2017, the SLOs are:  Upon the conclusion of the course, the student will:

1.  Demonstrate an understanding of written Spanish
2.  Demonstrate an intermediate understanding of conversational Spanish.
3.  Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

**Assessment/Evaluation/Measures/Strategies:**
Outcomes will be assessed using the following:

For SPAN 1101

- SLO 1:  quizzes, tests, papers

- SLO 2:  oral assessments with teacher and students
- SLO 3:  quizzes, tests, papers, oral assessments

For SPAN 2101

- SLO 1:  teacher observation in class and outside of class
- SLO 2:  Verbal conversations (oral assessments) with teachers and students
- SLO 3:  quizzes, tests, papers
- SLO 4:  quizzes, tests, papers

All students will be assessed (i.e., no sampling).  The assessment will take place during individual assignments for the face-to-face sections.

As this is the first assessment, the preliminary benchmark for each outcome is 70%.  This is a historic metric and the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was delayed because no Spanish courses were taught.

For AY 2020-2021, this objective was delayed because no Spanish courses were taught.

Director of IE's note:  For AY 2021-2022, this objective will be cancelled until there is a demand for the Spanish courses. This objective and those from past years will be archived.

**Improvement Plan/ Changes Made:**
n/a

RELATED ITEM LEVEL 1
**20-21 GE-Foreign Language (French)**
**Objective Number:** 3.46
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**

Objective:  Students will successfully complete their general education coursework developing competencies in a foreign language (French) as required by their curriculum.

This objective will be directly assessed by the student learning outcomes (SLOs) in FREN 1001 and FREN 1002 - both courses are Elementary French and have the same SLOs.  Upon the conclusion of the course, the student will:

1. Demonstrate a basic understanding of written French.
2. Demonstrate a basic understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(See FREN 1001 syllabus and FREN 1002 syllabus below)

**Assessment/Evaluation/Measures/Strategies:**
Outcomes from FREN 1001 and FREN 1002 will be assessed using the following:

1. written quizzes, tests, and the final exam.
2. oral exam.
3. daily assessment and a presentation project.

All students will be assessed at all sites (i.e., no sampling). For AY 2019-2020, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark is 70%.  This is a historic metric and the lowest C (or average grade) for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were a total of 43 students enrolled in the fall 2020 and spring 2021 semesters with 38 (88.4%) of them being assessed for SLOs at the LSUE face-to-face site only. French courses were not offered at any other location or methodology.

The results for the four face-to-face sections were:

- Overall = 92%
- Written French = 85%
- Conversational French = 94%
- Application in a written and oral format = 96%
- n = 38

Overall, the students did very well on the assessments.

Given that the observed score of 92% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, the instructor believes he can improve student learning by:

**FREN 1001:** Assign a beginner level writing project; include more conversational elements, and increased thinking through the French cinema (see FREN 1001 SLO report in Progress Report)

**FREN 1002:** increase reality based written assignments; add a conversation day once per week, include more higher-level thinking using French philosophy and film critique (see FREN 1002 SLO Report in Progress Report).

## General Education Outcome 5:  Social Sciences

**Strategic Goals**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field: 4. Improvement

**Related Items-----------------------------**
**GE 5. Social Sciences-General Education Description:**
An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Providing Department:** Academic Affairs

**RELATED ITEMS------------------------------------------------------------**
>**RELATED ITEM LEVEL 1**
>**20-21 GE-Psychology**
>**Objective Number:** 3.51
>**Start:** 11/1/2020
>**End:** 10/31/2021
>**Progress:** Completed
>**Provided By:** Liberal Arts

>**Objective With Intended Outcomes:**
>Students will successfully complete their general education coursework developing competencies in cultural understanding using psychology. This objective will be assessed using the student learning outcomes (SLOs) from Introduction to Psychology (PSYC 2000), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060).

>Please note the syllabi below were revised in November 2020 for spring 2021, but no changes took place in SLOs or their assessment (see each file below). The format was updated, and some standardization of ADA and Code of Conduct took place.

>The SLOs for Introduction to Psychology PSYC 2000 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:
>1. major theoretical perspectives in psychology.
>2. major fields of study in psychology.
>3. the major goals of the study of psychology.

>The SLOs for Educational Psychology PSYC 2060 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspectives in educational psychology.
2. how various psychological factors impact the educational process.
3. critical concepts in educational psychology.

The SLOs for Developmental Psychology of the Life Span PSYC 2070 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspective in developmental psychology.
2. critical concepts in developmental psychology.
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology.

**Assessment/Evaluation/Measures/Strategies:**
The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) are selected as the primary assessment tools since they are the vast majority of the Psychology courses offered during any academic year.

All students in the course sections will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members (i.e., no sampling).

For each course, the outcomes will be assessed using one or more of the following methods:

- comprehensive final exam (selected questions)
- selected questions on tests administered throughout the semester
- written assignment(s)

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that some faculty members use paper and pencil exams while the others use electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment.

The established benchmark is 70% which is the lowest acceptable grade to transfer the course(s) to a four-year institution.

**Achieving the Dream Course Success Data Demographics**

Director of IE's note:  This data is not yet benchmarked. LSUE became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ±5 percentage points of the proportion registered as being typical variability.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

**Direct Assessment**
Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 980 students enrolled in 22 sections of PSYC 2000/2060/2070 on the census days for fall 2020 and spring 2021. The course data is analyzed individually below.

**PSYC 2000**
During AY 2020-2021, there were 387 students registered in 13 sections of PSYC 2000 with 298 (77.0%) of them assessed for student learning (see Table 1). Note that no PSYC 2000 courses were offered at the LSU Laboratory High School dual enrollment site or the Ochsner Lafayette General Orthopedic Hospital site. As a result, those two sites were removed from Table 1. As Table 1 indicates, students scored an 86% overall with an 86% on outcome 1, a 90% on outcome 2, and an 85% on outcome three.  Each LSUE site performed similarly being in the 80s overall.

| Table 1.  PSYC 2000 SLO Results by Site AY 2020-2021 as a Percentage. | | | | | | |
|---|---|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% |
| Overall | 86 | 87 | 89 | 85 | 87 | 88 |
| 1.  Major theoretical perspectives in psychology | 86 | 88 | 84 | 83 | 88 | 89 |
| 2.  Knowledge of major fields of study in psychology | 90 | 97 | 100 | 88 | 87 | 85 |
| 3.  Major goals of the study of psychology | 85 | 78 | 84 | 86 | 86 | 90 |
| Total number of students tested | 298 | 53 | 14 | 155 | 67 | 9 |
| Total number of sections | 13 | 3 | 2 | 5 | 2 | 1 |

Longitudinally, the results in Table 2 for PSYC 2000 indicates some degree of variability in the individual outcomes and overall results. However, Table 2 also indicates a slight increase in student learning since AY 2019-2020. It also suggests that the student learning has increased since AY 2014-2015 given that the results for AY 2020-2021 exceed the means for the time period.

| Table 2.  Longitudinal SLO Results for PSYC 2000 by Academic Year as a Percentage. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Learning Outcomes | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 82 | 86 | 87 | 88 | 81 | 85 | 86 | 85.0 |
| 1.  Major theoretical perspectives in psychology | 84 | 87 | 87 | 90 | 81 | 84 | 86 | 85.6 |
| 2.  Knowledge of major fields of study in psychology | 83 | 84 | 90 | 90 | 80 | 86 | 90 | 86.1 |
| 3.  Major goals of the study of psychology | 79 | 85 | 80 | 86 | 85 | 86 | 85 | 83.7 |
| Total number of students tested | 299 | 355 | 239 | 298 | 435 | 309 | 298 | 319 |

**PSYC 2060**
Next, there was a total of 51 students enrolled in PSYC 2060 on the census days for fall 2020 and spring 2021 with 45 (88.2%) of them being assessed for student learning. Note that PSYC 2060 was only offered at the LSUE face-to-face site. As a result, all other sites were removed from Table 3. Overall, students achieved an overall score of 83% with an 87% on outcome 1, a 78% on outcome 2, and an 85% on outcome 3.

| Table 3.  PSYC 2060 SLO Results by Site AY 2020-2021 as a Percentage. | | |
|---|---|---|
| SLO Description | Overall | LSUE FF |
| Overall | 83 | 83 |
| 1.  Major theoretical perspectives in educational psychology | 87 | 87 |
| 2.  How psychological factors affect the educational process | 78 | 78 |
| 3.  Critical concepts in educational psychology | 85 | 85 |
| Total number of students tested | 45 | 45 |
| Total number of sections | 2 | 2 |

Student achievement for PSYC 2060 is shown longitudinally in Table 4. The data shows that the AY 2020-2021 students generally outperformed the students from AY 2019-2020 and that student learning has increased since AY 2014-2015.

| Table 4. Longitudinal SLO Results for PSYC 2060 by Academic Year as a Percentage. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Student Learning Outcomes | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 63 | 71 | 89 | 92 | 81 | 82 | 83 | 80.1 |
| 1. Major theoretical perspectives in educational psychology | 66 | 81 | 86 | 84 | 97 | 80 | 87 | 83.0 |
| 2. How various psychological factors affecting the educational process | 66 | 80 | 85 | 94 | 71 | 75 | 78 | 78.4 |
| 3. Critical concepts in educational psychology | 62 | 51 | 96 | 97 | 76 | 87 | 85 | 79.1 |
| Total number of students tested | 56 | 39 | 60 | 54 | 58 | 61 | 45 | 53.3 |

**PSYC 2070**

For PSYC 2070, there were 542 students enrolled on the census days for fall 2020 and spring 2021 with 487 (89.9%) being assessed for student learning (see Table 5). Note that the course was not offered at any dual enrollment site < 50% of a program, at the LSU Laboratory High School Dual Enrollment site, or at the Ochsner Lafayette General Orthopedic Hospital site. As a result, those sites were removed from Table 5. Overall, students scored a 90% with an 89% on outcome 1, 90% on outcome 2, and a 92% on outcome 3. Students at the LSUA face-to-face site scored the highest, however, the low n =6 suggests that the data is skewed to the right and not representative of the 487 students. Students at the LSUE face-to-face site scored a 93% while the eight-week online students scored a 94%, and the 16-week online students achieved an 85%.

| Table 5. PSYC 2070 SLO Results by Site AY 2020-2021 as a Percentage. | | | | | |
|---|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | LSUA FF | Online 16-Wk | Online 8-Wk |
| Overall | 90 | 93 | 98 | 85 | 94 |
| 1. major theoretical perspective in developmental psychology | 89 | 92 | 100 | 82 | 95 |
| 2. critical concepts in developmental psychology | 90 | 93 | 94 | 84 | 93 |
| 3. the relative contributions of heredity and environment to critical phenomena in developmental psychology | 92 | 93 | 100 | 88 | 93 |
| Total number of students tested | 487 | 281 | 6 | 167 | 33 |
| Total number of sections | 7 | 4 | 1 | 1 | 1 |

The longitudinal data for PSYC 2070 is depicted in Table 6 showing that AY 2020-2021 students slightly outperformed the AY 2019-2020 students. In addition, Table 6 suggests that student learning has increased over the years because the current results are slightly higher than the means for the period.

| Table 6.  Longitudinal SLO Results for PSYC 2070 by Academic Year as a Percentage. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Student Learning Outcomes | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 76 | 89 | 87 | 91 | 90 | 89 | 89 | 90 | 87.6 |
| 1. major theoretical perspective in developmental psychology | 77 | 90 | 89 | 93 | 93 | 89 | 89 | 89 | 88.6 |
| 2. critical concepts in developmental psychology | 76 | 87 | 85 | 95 | 90 | 85 | 90 | 90 | 87.3 |
| 3. the relative contributions of heredity and environment to critical phenomena in developmental psychology | 76 | 89 | 84 | 86 | 88 | 90 | 89 | 92 | 86.8 |
| Total number of students tested | 230 | 307 | 455 | 192 | 392 | 504 | 603 | 487 | 396.3 |

Next, an indirect analysis will be examined based on Achieving the Dream success metrics.

**Achieving the Dream Course Success Data Demographics**
At the beginning of 2021, LSUE became an Achieving the Dream Institution. Toward that end, the PSYC 2000 and PSYC 2070 success rates (A, B, C only) are examined using demographic data because the courses are two of the top ten courses that new first-time students register for. This data includes Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The central belief is that all students, not just first-time students, should succeed in a course in the relative proportion in which they are registered. For example, if two-thirds of those registered for course xxxx are Black or African American, then approximately two-thirds of the students from that Ethnicity should successfully complete the course.

PSYC 2000
As noted above, there were 387 students enrolled in PSYC 2000 on the census dates for fall 2020 and spring 2021. Overall, 242 (62.5%) of them earned an A, B, or C to complete the course. Table 7 represents the course success data by Ethnicity for all students enrolled in PSYC 2000 during AY 2020-2021. Table 7 shows minor fluctuations in the proportion of students enrolled versus the proportion that were successful, especially in ethnic groups with a small n. However, 31.8% of the students enrolled were Black or African American with 24.0% successfully completing the course for a decrease of 7.8 percentage points. Further, 57.1% of the students registered were White students with 63.2% of them successfully completing the course leading to an increase of 6.1%. These changes exceed the ±5 percentage points viewed as not being typical variability because they exceed the ±5 percentage point difference.

| Table 7.  PSYC 2000 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 1 | 0.3 | 1 | 0.4 |
| Asian | 4 | 1.0 | 3 | 1.2 |
| Black or African American | 123 | 31.8 | 58 | 24.0 |
| Hispanic of any race | 11 | 2.8 | 8 | 3.3 |
| Nonresident Alien | 5 | 1.3 | 5 | 2.1 |
| Race/Ethnicity Unknown | 15 | 3.9 | 9 | 3.7 |
| Two or more races | 7 | 1.8 | 5 | 2.1 |
| White | 221 | 57.1 | 153 | 63.2 |
| Total | 387 | 100.0 | 242 | 100.0 |

Next, Table 8 reports the same data by gender indicating a difference of 4.2 percentage points - an increase for female students and decrease for male students. Because this difference is within ±5 percentage points, it is considered as typical variability.

| Table 8.  AY 2020-2021 PSYC 2000 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 270 | 69.8 | 179 | 74.0 |
| Male | 117 | 30.2 | 63 | 26.0 |
| Total | 387 | 100 | 242 | 100 |

Table 9 examines the PSYC 2000 success rates by socioeconomic status using whether or not the student received a Pell Grant. Students with no Pell Grant were 57.9% of the enrollment but succeeded at a rate of 63.6% for a difference of 5.7 percentage points. The reverse is true for students with a Pell Grant. This variability is not considered typical because it falls outside the ±5 percentage point difference.

| Table 9. AY 2020-2021 PSYC 2000 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 224 | 57.9 | 154 | 63.6 |
| Y | 163 | 42.1 | 88 | 36.4 |
| Total | 387 | 100 | 242 | 100 |

## PSYC 2070

For PSYC 2070, there were 542 students enrolled on the census dates for fall 2020 and spring 2021 with 462 (85.2%) of them successfully completing the course with an A, B, or C. The data analyzed by Ethnicity is detailed in Table 10 showing that all ethnic groups completed the course in the same relative proportions in which they began - largest difference being White students at 1.6 percentage points. This variation is considered "typical" because it is within the ±5 percentage points of the proportion registered.

| Table 10.  PSYC 2070 AY 2020-2021 Success Rate by Ethnicity (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Ethnicity | n | % | n | % |
| American Indian or Alaska Native | 4 | 0.7 | 3 | 0.6 |
| Asian | 6 | 1.1 | 4 | 0.9 |
| Black or African American | 128 | 23.6 | 102 | 22.1 |
| Hispanic of any race | 14 | 2.6 | 10 | 2.2 |
| Nonresident Alien | 0 | 0.0 | 0 | 0.0 |
| Race/Ethnicity Unknown | 17 | 3.1 | 17 | 3.7 |
| Two or more races | 11 | 2.0 | 10 | 2.2 |
| White | 362 | 66.8 | 316 | 68.4 |
| Total | 542 | 100.0 | 462 | 100.0 |

Next, the data is examined by gender as shown in Table 11. Both groups had a difference of 1.5 percentage points; the variation being "typical" given that it is within the ±5 percentage points of the proportion registered.

| Table 11.  AY 2020-2021 PSYC 2070 Success Rate by Gender (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Gender | n | % | n | % |
| Female | 446 | 82.3 | 387 | 83.8 |
| Male | 96 | 17.7 | 75 | 16.2 |
| Total | 542 | 100 | 462 | 100 |

 Finally, the data in Table 12 examines the success data for PSYC 2070 by socioeconomic status using whether or not students received a Pell Grant. The difference for both groups was 1.2 percentage points. As a result, the variation is considered "typical" because it is within the ±5 percentage points of the proportion registered.

| Table 12. AY 2020-2021 PSYC 2070 Success Rate by SES (all students). | | | | |
|---|---|---|---|---|
| | Enrolled | | A, B, or C | |
| Pell | n | % | n | % |
| N | 294 | 54.2 | 256 | 55.4 |
| Y | 248 | 45.8 | 206 | 44.6 |
| Total | 542 | 100 | 462 | 100 |

The data in this section, both "typical differences" and those not considered as typical, will be reported to LSUE's Achieving the Dream Core Committee for input.

**Summary**

Given that

- the observed score for PSYC 2000 = 86% > the established 70% benchmark
- the observed score for PSYC 2060 = 83% > the established 70% benchmark
- the observed score for PSYC 2070 = 90% > the established 70% benchmark

this objective is met.

**Improvement Plan/ Changes Made:**

Even though this objective is met, faculty believe they can improve student learning by (see SLO reports below):

**LSUE Face-to-Face:** (PSYC 2060 fall 2020) modify presentation; increase use of online resources, and increase use of interactive forums (see attachment 1)

**LSUA Face-to Face:** (PSYC 2000 fall 2020):  ask students more questions in class during lecture; provide videos of professionals in the field; and increase repetition on key topics (see attachment 2)

**16-Week Online:** (PSYC 2000 spring 2021) more interaction with students...administration is trying to lower section sizes (note that this section had 35 students enrolled) (see attachment 3)

**8-Week Online:** (PSYC 2000 spring 2021) more interaction with students...administration is trying to lower section sizes (note that this section had 33 students enrolled) (see attachment 4)

**Dual Enrollment < 50% of a Program:** (PSYC 2000 spring 2021) include research activities and further hybridization of the course (see attachment 5) (Director of IE's note:  the faculty member increased the benchmark to 80% dealing with SLOs only.  The grading scale used remained at 10 point similar to all other sites.)


**RELATED ITEM LEVEL 1**
**20-21 GE-Sociology**
**Objective Number:** 3.52
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in the sociology of their choice.

This objective will be assessed using SOCL 2001 (Introductory Sociology) and SOCL 2501 (Current Social Problems).  For each course, the syllabus indicates that the student learning outcome:  Upon, the completion of this course, the student will demonstrate:

New:

A.  an understanding of sociological theory
B. an understanding of sociological methodology

Old:

A. Theoretical perspectives in sociology.
B. Application and critical thinking in sociology.

Rationale:  It was felt that the key terms "theory" and "methodology" more adequately reflected the dominant subject matter in these classes.

The spring 2021 syllabus for SOCL 2001 is attached (below).

The spring 2021 syllabus for SOCL 2501 is attached (below).

**Assessment/Evaluation/Measures/Strategies:**
An internal direct assessment will take place in both courses in <mark>all sections</mark> (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Student learning outcomes will be assessed using individual examinations, the final exam, or written assignments. Faculty have the freedom to choose the type of exam questions.

The established benchmark for achieving this outcome is 70%, the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, there were 389 students registered in 14 sections of SOCL 2001 and SOCL 2501 on the census day for fall 2020 and spring 2021 with 351 (90.2%) being assessed for student learning (see Table 1).  Please note that sociology courses were offered at LSUE face-to-face site, full-term online, and accelerated online only.  There were no sections offered at any other site, so those locations

have been removed from Table 1.  Table 1 indicates that the overall scores and their individual outcomes exceeded the 70% benchmark at each site, with a deviation occurring in the accelerated online sections (-10 from LSUE face-to-face and -6 from full-term online). Using weighted means, the students scored an 83% overall, an 84% on outcome A, and an 82% on outcome B.

| Table 1. SOCL 2001 and 2501 SLO Results by Site AY 2020-2021 in Percentages. | | | | |
|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk |
| Overall | 83 | 86 | 82 | 76 |
| A.  Theoretical perspectives in Sociology | 84 | 86 | 85 | 76 |
| B.  Application and critical thinking in sociology | 82 | 85 | 79 | 75 |
| Total number of students tested | 351 | 184 | 110 | 57 |
| Total number of sections | 14 | 7 | 3 | 4 |

Table 2 shows the longitudinal data for the sociology courses since AY 2014-2015. First, student performance fell short of the means for the time period in all areas. Furthermore, overall scores have decreased every year since AY 2017-2018.  During those same three years, the number of students being assessed jumped quite a bit (+146 from 17-18 to 18-19 with minimal deviation during the following two years.) The results in Table 2 also suggest that scores in the mid-80s may be more representative of student learning than those in the mid-90s.

| Table 2.  SOCL 2001 and 2501 Longitudinal Data as Percentages. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SOCL 2001 and 2501 SLO Description | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 91 | 95 | 89 | 90 | 87 | 84 | 83 | 88.4 |
| A.  Theoretical perspectives in Sociology | 95 | 97 | 92 | 92 | 89 | 80 | 84 | 89.9 |
| B.  Application and critical thinking in sociology | 87 | 93 | 86 | 88 | 85 | 88 | 82 | 87.0 |
| Total number of students tested | 171 | 190 | 163 | 203 | 349 | 347 | 351 | 253.4 |

**Summary**
Given that the observed score of 83% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they may be able to improve student learning by (see respective SLO reports below)

**LSUE Face-to-Face**:  Students continue to struggle with the rules of APA, which tends to bring down their grades.  Videos were provided, but the students fail to review them.  Moving forward, the faculty member will require those to be reviewed as part of an assignment.  Students will have to write in a discussion forum that they have previewed and what they have learned (see Attachment 1).

**LSUE Face-to-Face:**  Add a midterm warning (for assignments and progress through course) (see Attachment 2).

**16-week Online**:  Improvements could be made by providing students with a pre-test that will introduce the concepts before the overall test (see Attachment 3).

**Eight-Week Accelerated Online**:  Could be improved using online resources (note n = 3) (see Attachment 4).

**RELATED ITEM LEVEL 1**
**20-21 GE-Political Science**
**Objective Number:**  3.53
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in American government as required by their curriculum (see syllabus from spring 2021 below).

This objective will be directly assessed by the student learning outcomes (SLOs) in POLS 2051: American Government.

The SLOs were updated in spring 2021 to accommodate new faculty and the interim dean.

Upon successful completion of this course, students will:
A.  Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
B.  Demonstrate the ability to analyze historic material.

Outcomes through fall 2020:  Upon successful completion of this course, students will:
A.  Identify the roles and powers of the Executive, Legislative, and Judicial branches of government.
B.  Correctly answer questions related to theories, events, and issues covered in class.
C.  Demonstrate the ability to analyze historic material.

Rationale:  The dean and the new faculty member both thought that Outcomes B and C were redundant.

**Assessment/Evaluation/Measures/Strategies:**

All students (i.e., no sampling) at all sites where the course is offered will be directly assessed.  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

SLOs will be assessed using internally created documents according to the professional judgement of the faculty member through any of the following:

1. Personal essay assignment
2. The midterm examination
3. The President assignment
4. The comprehensive final examination.

A 70% benchmark is set as this is the lowest "average" or "C" grade that typically transferred to other institutions of higher education for degree credit.

POLS 2051 was chosen to represent student learning because POLS 2051 is the only general education Political Science course offered in AY 2020-2021.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, a total of 60 students were registered for POLS 2051 on census day for the fall and spring semesters with 28 (46.7%) of the students being assessed for student learning during spring 2021 only.  The adjunct faculty member for fall 2020 was terminated at the end his contract for failure to submit student learning outcome data per his contract. The faculty member hired for spring 2021 turned in student learning outcome data for 28 (100%) out of 28 registered students. Her results for the accelerated 8-week accelerated online course were:

- Overall = 84%
- Identifying roles = 83%
- Analysis = 85%
- n = 28

Note that the course was offered online and not at any face-to-face site.

Given that this is the new instructor's first time teaching for LSUE, she and her students did quite well (see SLO reporting form below).

Given that the observed score of 84% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the benchmark was met, the instructor felt that she could improve results by

- finding out why some students were not responding in the online environment
- maintain contact information sheets on students to contact them if assignments are missed.

**RELATED ITEM LEVEL 1**
**20-21 Completion of GE English Composition from College Reading (UNIV 0008)**
**Objective Number:** 3.54
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Developmental students, both Pathways and Non-Pathways, will successfully register and complete their first general education English composition course after completing developmental education (DE) reading.

**Assessment/Evaluation/Measures/Strategies:**
The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English composition course after successfully completing the DE reading course (UNIV 0008) with a C or better. The report tabulates the various metrics from DE reading course (UNIV 0008) through the first GE English composition course (ENGL 1001) regardless of whether a student took the courses face-to-face (LSUE or off-site) or online. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering each year and then reports whether or not they have earned college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2014-2015 will be examined during this assessment cycle.

Benchmarks established by the NCES using the total:  This includes students completing the DE reading course (student obtains a C or higher in UNIV 0008):

- 85.3% enrolled in the first college level GE English composition course.
- 77.5% earned credit from the first GE English composition course (D or higher).

Note:  The Louisiana Board of Regents has no reading requirement for enrollment in college in the State of Louisiana.

Citation for the NCES Document is Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from http://nces.ed.gov/pubsearch (see "completed all" in Table 4).

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, the report to determine whether students completing developmental education reading (UNIV 0008) with a C or better enrolled in and subsequently completed ENGL 1001 (the first GE English composition course) with a D or better was run on May 5, 2021. The results in Table 1 indicate that 152 students enrolled in the developmental reading course with 139 (91.4%) completing it in AY 2014-2015. Further, 133 (95.7%) of the 139 students enrolled in ENGL 1001 and 117 (84.2%) of the 139 successfully completed it with a D or better.

| Table 1. Indirect Assessment: Completion of the First GE English Composition Course with a D or Higher for Students Completing DE Reading (UNIV 0008) with a C or Higher. | | | | | | |
|---|---|---|---|---|---|---|
| AY | Enrolled DE Reading | Completed DE Reading with a C or Higher | Enrolled GE English | Completed GE English with a D or Higher | Percent Enrolled in GE English | Percent Earning Credits in GE English |
| 1314 | 150 | 122 | 110 | 101 | 90.2 | 82.8 |
| 1415 | 152 | 139 | 133 | 117 | 95.7 | 84.2 |

Given that the observed value for enrollment in ENGL 1001 = 95.7% > 85.3% benchmark from the NCES and that the observed value for achieving a D or better in ENGL 1001 = 84.2% > 77.5% from the NCES, this objective is met.

Director of IE's note:  The AY 2014-2015 year was repeated because it reflects the 6-year window established by the NCES and now includes data for students graduating from another institution through spring 2020 using the National Student Clearinghouse data. Data from the Clearinghouse is downloaded to LSU Eunice's system each October. Because this report was run in spring 2021, it unfortunately included students who completed during fall 2020. The Director has placed a note on his calendar to download the reports prior to the

end fall 2021 to minimize the effect of the fall semester because the NCES uses through spring of the sixth year (in this case 2020) in their methodology.

**Improvement Plan/ Changes Made:**
The Director of IE believes that this data should be monitored downloading it in November to further determine if the objective is met next year.

**RELATED ITEM LEVEL 1**
**20-21 GE-Geography**
**Objective Number:** 3.55
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in Human Geography - World Regional Geography as required by their curriculum.

This objective will be directly assessed by the student learning outcomes (SLOs) in GEOG 1001:  Human Geography - Word Regional Geography.

The new SLOs effective fall 2020 are:  Upon the successful completion of this course, students will:

1.  Analyze the relationships between human activities, economic activities, geopolitics, and the natural landscape.
2.  Analyze and comprehend the changes taking place to the natural environment through human activity, population changes, and globalization.
3.  Explain the societal issues that impact various world regions.

The AY 2020-2021 syllabus used for both online sections (full 16-week term and 8-week term) is attached below for reference.  The student learning outcome (SLOs) section is highlighted.

Old Student Learning Outcomes ending in spring 2020:
Upon the successful completion of this course, students will:

1.  describe countries in terms of their physical, economic, demographic, and socio-cultural features.

2. apply empirical and scientific methods in basic and elementary fashion to illustrate an understanding of geography.
3. demonstrate an understanding of social responsibility, how the geography of a country affects the economic and socio-cultural beliefs and actions of individuals, groups, institutions, and events in that country.

The rationale for changing the SLOs is contained in the 2-4-21 Email on SLOs pdf file.

**Assessment/Evaluation/Measures/Strategies:**
All students (i.e., no sampling) will be directly assessed using internally created documents according to the professional judgement of the faculty member.  For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Assessment will be conducted using:

1. comprehensive final exam (selected questions)
2. selected questions on tests / quizzes administered throughout the semester
3. written responses on module assignment(s)

A 70% benchmark is set by LSUE because it is the lowest average C grade that will transfer to other institutions of higher education.

GEOG 1001 was chosen to represent student learning because there were over 100 students enrolled in it for the academic year.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 133 students registered as of census day for the fall and spring semesters with 124 (93.2%) being assessed for student learning. Two sections were 15-week online and two were 8-week accelerated with one each being offered in fall and spring.  GEOG 1001 was not offered at any face-to-face site.

The results for student learning indicated that students scored an 80% overall with an 82% on outcome 1, 75% on outcome 2, and an 85% on outcome 3 (see Table 1). The 8-week online students scored slightly below the full-semester online students with both groups scoring above the 70% benchmark for all outcomes.

| Table 1.  Geography SLO Results by Site AY 2020-2021 as a Percentage. | | | |
|---|---|---|---|
| SLO Description | Overall | Online 16-Wk | Online 8-Wk |
| Overall | 80 | 81 | 78 |
| 1.  Analyze relationships | 82 | 84 | 81 |
| 2.  Changes to the natural environment | 75 | 75 | 73 |
| 3.  Societal issues impacting various world regions | 85 | 87 | 83 |
| Total number of students tested | 124 | 69 | 55 |
| Total number of sections | 4 | 2 | 2 |

The longitudinal data is contained in Table 2 showing that the results for the AY 2020-2021 overall and outcome 1 were slightly below the mean for the three years while outcome 2 was ten percentage points below the mean for the time period. The AY 2020-2021 results for outcome 3 was slightly above the mean for the three-year time period.

| Table 2.  Longitudinal SLO Results for Geography by Academic Year as a Percentage. | | | | |
|---|---|---|---|---|
| Student Learning Outcomes | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 88 | 82 | 80 | 83.3 |
| 1.  Analyze relationships | 81 | 87 | 82 | 83.3 |
| 2.  Changes to the natural environment | 99 | 82 | 75 | 85.3 |
| 3.  Societal issues impacting various world regions | 91 | 78 | 85 | 84.7 |
| Total number of students tested | 61 | 125 | 124 | 103.3 |

Director of IE's Note:  There appears to be some fluctuation in all percentages related to student performance. This is rather common having appeared in a number of courses over the years. Decreases for AY 2020-2021 might have been a carry-over from CV-19, but there is no obvious data to support that.

Given that the observed score of 80% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**

Even though the outcome was met, the instructor believes he can improve student performance on SLOs by:

Fall 2020 section 25 16-week (See GEOG 1001 section 25 Fa 20 SLO Report below):

- Improve notes and chapter questions that focus on globalization.
- Maintain the use of written responses and assignments to improve comprehension

Spring 2021 section L6 8-week (See GEOG 1001 section L6 Sp 21 SLO Report below):

- Try to implement better study and reading guides to improve understanding of material in shorter period of time.
- Improve notes and chapter questions that focus on globalization.

**RELATED ITEM LEVEL 1**
**20-21 General Education Economics**
**Objective Number:** 9.1
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Completed
**Provided By:** Management

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in cultural understanding through economics. This objective will be assessed using student learning outcomes (SLOs) from ECON 2000 (Principles of Microeconomics) and ECON 2010 (Principles of Macroeconomics).

The SLOs for ECON 2000 are upon successful completion of this course, the student will:
A. Demonstrate knowledge of demand and supply.
B. Demonstrate knowledge of production costs and market structures.

The SLOs for ECON 2010 are upon successful completion of this course, the student will:
A. Demonstrate knowledge of macroeconomic fundamentals.
B. Demonstrate knowledge of fiscal policy and the public sector.
C. Demonstrate knowledge of money, banking, and monetary policy.

The fall 2020 syllabus for ECON 2000 and for ECON 2010 are attached below.

**Assessment/Evaluation/Measures/Strategies:**

The SLOs will be directly assessed using an internally created assessment using quizzes or the comprehensive final exam.

All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction (i.e., no sampling). For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

A 70% or higher will be considered as successful. The 70% was chosen since it is typically the minimum level of "average" (C) competency needed to transfer to a four-year institution.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

For AY 2020-2021, **ECON 2000** was offered online in both an 8-week and 16-week (full-term) format. A total of 54 students were enrolled on the census dates for the fall and spring semesters with 43 (79.6) % being assessed for student learning. Note that the course was not offered in a face-to-face manner at any of the LSU Eunice sites so those sites were removed from Table 1. As Table 1 indicates, students did quite well overall and for each outcome with each scoring greater than or equal to 80%. The 8-week online format did slightly better than the full-term online format.

| Table 1. ECON 2000 AY 2020-2021 SLO Results as a Percentage. | | | |
|---|---|---|---|
| ECON 2000 SLO Descriptions | Overall | Online 16-Wk | Online 8-Wk |
| Overall | 85 | 83 | 86 |
| A. Demonstrate knowledge of demand and supply. | 83 | 80 | 88 |
| B. Demonstrate knowledge of production costs and market structures. | 87 | 88 | 85 |
| Total number of students tested | 43 | 25 | 18 |
| Total number of sections for AY | 4 | 2 | 2 |

Table 2 breaks out the longitudinal data indicating that students scored the highest over the time period shown. This is also shown by the scores for the current year outpacing the means for overall and each of the outcomes.

| Table 2. Longitudinal SLO Results for ECON 2000 by Academic Year as a Percentage. | | | | | |
|---|---|---|---|---|---|
| ECON 2000 SLO Descriptions | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 77 | 79 | 82 | 85 | 80.8 |
| A. Demonstrate knowledge of demand and supply. | 81 | 81 | 80 | 83 | 81.3 |
| B. Demonstrate knowledge of production costs and market structures. | 72 | 76 | 81 | 87 | 79.0 |
| Total number of students tested | 39 | 69 | 71 | 43 | 55.5 |

Next, Table 3 depicts the data for **ECON 2010**. In all, there were 55 students enrolled in the three sections with 47 (85.5%) being assessed for student learning. Students in ECON 2010 scored an 81% overall with a 79% on outcome A, an 81% on outcome B, and a 76% on outcome C. Students in the 8-week online section outperformed the students in the 16-week online format (note that the n for the 8-week section = 6 and that the sample parameters may not approximate the population parameters due to sampling error).

| Table 3. ECON 2010 AY 2020-2021 SLO Results as a Percentage. | | | |
|---|---|---|---|
| ECON 2010 SLO Descriptions | Overall | Online 16-Wk | Online 8-Wk |
| Overall | 81 | 80 | 88 |
| A. Demonstrate knowledge of macroeconomic fundamentals. | 79 | 78 | 83 |
| B. Demonstrate knowledge of fiscal policy and the public sector. | 81 | 80 | 88 |
| C. Demonstrate knowledge of money, banking, and monetary policy. | 76 | 76 | 75 |
| Total number of students tested | 47 | 41 | 6 |
| Total number of sections for AY | 3 | 2 | 1 |

Next, Table 4 examines the longitudinal data ECON 2010 showing what appears to be some fluctuation in the data with some scores above the mean of the time period and some scores below. Some fluctuations may be inherent from AY 2020-2021 given the CV-19 pandemic, two hurricanes from the fall semester, and the extreme cold from February 2021.

| Table 4. Longitudinal SLO Results for ECON 2010 by Academic Year as a Percentage. | | | | | |
|---|---|---|---|---|---|
| ECON 2010 SLO Descriptions | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 71 | 82 | 84 | 81 | 79.5 |
| A. Demonstrate knowledge of macroeconomic fundamentals. | 75 | 78 | 81 | 79 | 78.3 |
| B. Demonstrate knowledge of fiscal policy and the public sector. | 68 | 85 | 87 | 81 | 80.3 |
| C. Demonstrate knowledge of money, banking, and monetary policy. | 68 | 82 | 85 | 76 | 77.8 |
| Total number of students tested | 26 | 27 | 72 | 47 | 43.0 |

Nevertheless, given that the observed score for

- ECON 2000 = 85% and
- ECON 2010 = 81%

which are both > the established benchmark, this objective is met.

**Improvement Plan/ Changes Made:**
Although the outcome was met, faculty believe they can assist student learning by:

**ECON 2000**
16-Week Online Spring 2021:  Allow students to have multiple attempts on a quiz and provide simulations to aid understanding (see Attachment 1).

**ECON 2010**
8-Week Accelerated Online Spring 2021:  consider using some videos, offer additional support, and make students aware of the tools available with the book (see Attachment 2).


## General Education Outcome 6:  Art

**Strategic Goals**
To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
New Number Identifier Field:  1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
New Number Identifier Field:  2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
New Number Identifier Field:  3. Partnerships

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.
New Number Identifier Field:  4.  Improvement


**Related Items-----------------------------**

**GE 6. Art-General Education Description:**
An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
**Start:** 11/1/2020
**End:** 10/31/2021
**Progress:** Complete
**Providing Department:** Academic Affairs

**RELATED ITEMS------------------------------------------------------------**
      **RELATED ITEM LEVEL 1**
      **20-21 GE-Art**
      **Objective Number:** 3.61
      **Start:** 11/1/2020
      **End:** 10/31/2021
      **Progress:** Completed
      **Provided By:** Liberal Arts

      **Objective With Intended Outcomes:**
      Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

      This objective will be directly assessed by the student learning outcomes (SLOs) using the following general education art courses:

      - ART 1440 Historical Survey of the Arts.
      - ART 1441 Historical Survey of the Arts.
      - ART 2470 Survey of 20th Century Art.

      Sample Syllabi (see PDF files below).

      <span style="color:red">New student learning outcomes</span> implemented by the interim art faculty teacher in spring 2021. Upon successful completion of this course, the student will:

      1. Locate works of art within historical the periods, cultures, and styles
      2. Recognize important examples of art and architecture
      3. Demonstrate an understanding of the relationship between art and society

      <span style="color:red">SLOs used prior to spring 2021:</span> Upon completion of this course, the student will:

      1. Correctly identify by period, culture, and style works of art covered in lectures.

2. Correctly identify the works of art and architecture covered in lectures.
3. Demonstration of increased knowledge of art history.

The syllabi for the courses shown below were updated in November 2020 for spring 2021. The syllabi were created from a standardized syllabus form and included some standard language for ADA and Student Code of Conduct.  Changes in student learning outcomes did occur so it was decided to use spring 2021 to assess student learning.

**Assessment/Evaluation/Measures/Strategies:**
Art 1440, 1441, and 2470 were chosen to analyze student learning outcomes to encompass the largest number of students in the study of art. All students in the course will be assessed (i.e., no sampling).

For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

Current Method of assessment for spring 2021:

These outcomes will be assessed using one or more of the following methods:
- comprehensive final exam (selected questions)
- comprehensive section of final exam (selected questions)
- selected questions on tests administered throughout the semester
- written assignment(s)

Consult the instructor's policy for specific methods of assessment.

Prior method of student learning outcome assessment:

Each of the outcomes will be assessed by:

Outcome 1- Lecture and course discussion of the relationship of the social, political, economic, and religious significance of specific works of art and architecture. Specific items on the final exam will require integration of at least 2 of the following concepts: social, political,

economic, and religious aspects of cultural development.

Outcome 2- Lecture and visual presentation of major works of art and architecture.  Specific items on the final exams will be answered via slide identification.

Outcome 3- Pre and post testing at the comprehensive level of knowledge.  Comparison mean scores on the pre and post exam (not assessed in AY 2019-2020).

The benchmark for each is 70% and is the lowest C for transfer purposes.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 342 students enrolled in ART 1440/1441/2470 on the census days for fall 2020 and spring 2021. Because of the student learning outcome change from fall 2020 to spring 2021, it was decided to assess students using the current SLOs and methodology. As a result, 161 students from five sections in fall 2020 were not assessed. For spring 2021, 181 students were enrolled in eight sections that spanned the same sites as fall 2020. Note that no course sections were offered at the LSUA face-to-face site, the LSU Laboratory High School Dual Enrollment site, or the Ochsner Lafayette General Orthopedic Hospital site.

For spring 2021, there were 181 students enrolled in ART 1440/1441/2470 with 140 (77.3%) of them being assessed for student learning (see Table 1). As Table 1 shows, students did quite well on the first iteration of the new SLOs scoring an 82% overall, an 81% on outcome 1, a 92% on outcome 2, and a 71% on outcome 3. Dual enrollment students at a site < 50% of a program scored the highest (n = 6) with accelerated 8-week online students scoring the second highest, then 16-week online followed by students at the LSUE face-to-face site. LSUE face-to-face students had some difficulty with outcome 3 only scoring a 61%; however, overall results (and even the 61%) are very good for the first iteration on any new SLOs.

| Table 1.  Art History SLO Results by Site Spring 2021 in Percentages. | | | | | |
|---|---|---|---|---|---|
| Art History SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk | Dual Enr < 50% |
| Overall | 82 | 74 | 82 | 93 | 100 |
| 1. Locate works of art within historical periods, cultures, and styles | 81 | 75 | 75 | 96 | 100 |
| 2. Recognize Important examples of art and architecture | 92 | 87 | 99 | 98 | 100 |
| 3. Demonstrate an understanding of the relationship between art and society | 71 | 61 | 74 | 87 | 100 |
| Total number of students tested | 140 | 76 | 23 | 35 | 6 |
| Total number of sections | 8 | 4 | 1 | 2 | 1 |

As this is the first year for the new student learning outcomes, there is no longitudinal data that is comparable.

Given that the observed score of 82% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met according to the spring 2021 data, the faculty believe they can improve student learning by:

**LSUE face-to-face Art 1440:**  Create more research activities and other types of activities that will encourage students to retain art history. Conduct additional class discussions and focus on interpreting visual arts for outcome 3 (see Attachment 1 file below).

**16-Week Online Art 1440:**  Recommend that students make flash cards for review and have students write an essay for outcome 3 (see Attachment 2).

**8-Week Online Art 1440:**  Recommend that students make flash cards for review and do a formal analysis discussion (see Attachment 3).

**Dual Enrollment < 50% of a Program:**  Recommend that students present their work to the class (see Attachment 4).

**RELATED ITEM LEVEL 1**
**20-21 GE-Art (Music Appreciation)**
**Objective Number:**  3.62
**Start:**  11/1/2020
**End:**  10/31/2021
**Progress:**  Completed
**Provided By:**  Liberal Arts

**Objective With Intended Outcomes:**
Students will successfully complete their general education coursework developing competencies in art as required by their curriculum.

In this case, students have elected to take the Music Appreciation Course (MUS 1751). This general education outcome is supported by the student learning outcomes (SLOs) in the MUS 1751 course. Upon successful completion of this course, the student will:

1. Develop a fundamental music vocabulary
2. Recognize the effect of music on society and history
3. Identify general characteristics of the major music style periods

These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation). An example of the course syllabus for spring 2021 is provided below for MUS 1751.

**Assessment/Evaluation/Measures/Strategies:**
These outcomes will be assessed using one or more of the following methods:

- comprehensive final exam (selected questions)
- comprehensive section of final exam (selected questions)
- selected questions on tests administered throughout the semester
- written assignment(s)

Each faculty member will code questions particular to the outcomes to determine the percentage correct.

All students will be assessed (i.e., no sampling) on the course final exam or individual unit exams for all students. For AY 2020-2021, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- LSU Laboratory School, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark for each outcome is 70%. This is the lowest average grade that will transfer to another institution of higher education in the state.

**Assessment/Evaluation Results (Progress Report):**
For AY 2019-2020, this objective was met.

Director of IE's General Note:  The reader should be aware that student performance in AY 2020-2021 was likely influenced by the worldwide CV-19 Pandemic.

For AY 2020-2021, there were 361 enrolled in MUS 1751 on the census dates for the fall 2020 and spring 2021 semesters with 333 (92.2%) of them being assessed for student learning (see Table 1). Please note that sections of MUS 1751 were not offered at

- LSU Alexandria,
- LSU Laboratory School High School, or
- Ochsner Lafayette General Orthopedic Hospital.

As a result, these sites were removed from Table 1.

As noted in Table 1, students did very well scoring an 86% overall, a 92% on outcome 1, an 84% on outcome 2, and an 81% on outcome 3. The LSUE face-to-face site students scored the highest (keeping in mind an n = 9). Beyond that site, both online and dual enrollment < 50% of a program all scored in the mid-80s. All sites scored above the 70% benchmark.

| Table 1.  MUS 1751 SLO Results by Site for AY 2020-2021 as Percentages | | | | | |
|---|---|---|---|---|---|
| SLO Description | Overall | LSUE FF | Online 16-Wk | Online 8-Wk | Dual Enroll < 50% |
| Overall | 86 | 93 | 87 | 82 | 89 |
| 1. Develop a fundamental music vocabulary | 92 | 92 | 94 | 88 | 94 |
| 2. Recognize the effect of music on society and history | 84 | 94 | 86 | 80 | 82 |
| 3. Identify general characteristics of the major music style periods | 81 | 92 | 81 | 80 | 80 |
| Total Number of Students: | 333 | 9 | 203 | 107 | 14 |
| Total Number of Sections: | 11 | 1 | 5 | 4 | 1 |

Next, Table 2 depicts the longitudinal data for the course indicating that the SLO scores have always been in the high 80s to low 90s. For AY 2020-2021, students scored slightly below the mean since AY 2015-2016 on the overall while performing higher than the mean on outcome 1. Students also performed below the means for outcomes 2 and 3. Given the sustained values in the 80s and 90s, it is difficult to determine if these are natural fluctuations or if student learning decreased slightly. Given that supposition, it would not be surprising if student learning did decrease slightly during AY 2020-2021 given two major hurricanes, the pandemic, and a deep freeze interrupting the regular schedules of students' lives.

| Table 2.  MUS 1751 Longitudinal Data as Percentages. | | | | | | | |
|---|---|---|---|---|---|---|---|
| MUS 1751 SLO Description | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | Mean |
| Overall | 92 | 92 | 90 | 88 | 85 | 86 | 88.8 |
| 1. Develop a fundamental music vocabulary | 91 | 90 | 91 | 91 | 92 | 92 | 91.2 |
| 2. Recognize the effect of music on society and history | 94 | 93 | 91 | 89 | 85 | 84 | 89.3 |
| 3. Identify general characteristics of the major music style periods | 93 | 93 | 90 | 87 | 83 | 81 | 87.8 |
| Total number of students tested | 208 | 309 | 388 | 439 | 390 | 333 | 344.5 |

Given that the observed score of 86% > the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**
Even though the objective was met, faculty believe they can assist student learning by:

**LSUE Face-to-Face:**  emphasize musical structures, spend more time on the term paper, and spend more time reviewing material students find difficult (see Attachment 1 below).

**16-Week Online:**  Implement additional learning aids and encourage students to implement changes to continue learning (see Attachment 2).

**8-Week Online:**  Develop worksheets and offer YouTube videos to clarify topics the students find difficult (see Attachment 3).

**Dual enrollment < 50% of a program:**  devote greater class time to the specific issues that students have difficulty with (see Attachment 4).