



March 29, 2023

Compiled by Dr. Paul Fowler
Director of Institutional Effectiveness and Accreditation

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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 [Section VI. Academic Year 2021-2022: Details for Goals and Objectives All Departments](#) and [Section VII. General Education Objectives](#) 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.

- [Section I. February 7, 2023 Chancellor's Extended Cabinet Meeting Minutes](#) through [Section IV. Transmittal of the Summary Reporting Forms to the Chancellor](#) follow the IE summary documents ([Section V. AY 2021-2022 Assembled Summary Planning Forms](#)) as they moved up through administration. This includes the Chancellor's Extended Cabinet ([Section I. February 7, 2023 Chancellor's Extended Cabinet Meeting Minutes](#) and [Section II. February 7, 2023 Chancellor's Extended Cabinet Agenda](#)). The Chancellor's Extended Cabinet affirms that LSU Eunice is meeting its mission and strategic goals in [Section I. February 7, 2023 Chancellor's Extended Cabinet Meeting Minutes](#) after reviewing supplemental information on objectives that were not met (see [Section III. Supplemental Information Provided to Cabinet on IE Outcomes Not Met](#)). This included some additional language on accountability.
- The Summary Planning Forms from each department are contained in [Section V. AY 2021-2022 Assembled Summary Planning Forms](#)).
- The detail for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are contained in [Section VI. Academic Year 2021-2022: Details for Goals and Objectives All Departments](#). 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 VII. General Education Objectives](#) 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.

March 29, 2023

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Section I. February 7, 2023 Chancellor's Extended Cabinet Meeting Minutes



The Office of the Chancellor
2048 Johnson Highway
Eunice, LA 70535

Meeting Minutes of the Chancellor's Extended Cabinet at 10 am in A-127 on February 7, 2023

Present were:

Nancee Sorenson, Chancellor
John Hamlin, Vice Chancellor for Academic Affairs
Amy Greagoff, Vice Chancellor for Business Affairs
Dotty McDonald, Dean, Division of Health Sciences, Business, Technology, and Public Protection and Safety
Todd Dozier, Dean, Division of Arts and Sciences
Paul Fowler, Director of Institutional Effectiveness and Accreditation
Travis Webb, Director of Public Affairs
Cory Lalonde, Director of Police
Jeff Willis, Director of Athletics
Michael Broussard, Director of Facilities Services & Safety Coordinator
Carey Lawson, Director of University Advancement
Donnie Thibodeaux, Registrar
Alisha Fontenot, Director of the LSUE Academy
Cassie Jobe-Ganucheau, Director of the Library
Stephen Heyward, Director of Information Technology
Courtney Fruge, Administrative Assistant to the Chancellor
Jackie Lachapelle, Director of Financial Aid
Angela Greaud, Chair, Faculty Senate
Ray Zorn, Chair, Staff Senate
Chad Jones, Director of Outreach and Recruiting
Audwin Donatto, Director of Business Affairs
Victoria Throop, Director of Housing and Residence Education

Chancellor: The Chancellor opened the meeting with a welcome. She then discussed key points as follows:

- Board of Regents Meauxmentum Metrics – LSU Eunice was outperforming the average of every other two-year institution in the state. Dr. Hamlin expanded on this by showing the graphs provided by the Board of Regents providing some additional discussion.
- Respiratory Care Expansion.

- Office for Civil Rights Fact Sheet: Diversity & Inclusion Activities Under Title VI focusing on what the Office of Civil Rights permits.

Office of Institutional Effectiveness: Dr. Fowler opened by presenting the “Objectives not Met for AY 2021-2022 Table”. He indicated that retention and employment were some of the most cited for not meeting benchmarks. Given that, he also mentioned that 32 (15.2%) of the 210 measurable objectives were not met; this was down from 17.8% in AY 2020-2021. He also asked Extended Cabinet to remember that organizational change took place in early spring 2022 so that change was often cited in the retention improvement plans along with the creation of the Library Learning Commons. After briefly discussing a few other points, he asked the Extended Cabinet if they had any questions. Hearing none, he went on to the Summary Reporting Forms.

There were 18 presentations on the Summary Reporting Forms for the following departments:

1. Academic Affairs
 - a. Dual Enrollment and LSUE Academy
 - b. Health Sciences and Business Technology
 - c. Arts and Sciences
 - d. LeDoux Library
 - e. Student Success Center
2. Achieving the Dream
3. Athletics
4. Business Affairs
5. Facility Services
6. Information Technology
7. Institutional Effectiveness
8. Institutional Research
9. LSU Eunice Police and Campus Security
10. Public Affairs
11. Student Affairs
12. Title IX
13. University Advancement / LSUE Foundation

The purpose of the presentation by each department was to share one of the most critical outcomes met and not met with the administration and what the improvement plan was. After each presentation, Dr. Fowler asked the Extended Cabinet if there were any questions. Questions were answered as needed.

After the presentations, Dr. Fowler noted that the two reports – the Summary Reporting Forms and the List of Objectives Not Met and their improvement plans – discussed at Extended Cabinet on February 7, 2023 provide evidence of LSU Eunice’s efforts to increase overall effectiveness and better serve the University’s constituencies.

Dr. Fowler then asked if someone would move the following:

Based, in part, on evidence from Institutional Effectiveness and keeping in mind that the mission statement and strategic goals are under review during the strategic planning initiative, LSU Eunice met its strategic goals and mission in AY 2021-2022.

Donnie Thibodeaux made the motion. It was seconded by Ray Zorn. Dr. Fowler asked for discussion. There was none and the motion passed with no dissent. Dr. Fowler indicated that this action concludes the work on the AY 2021-2022 Institutional Effectiveness documents other than formatting and printing the usual three copies and placing a copy on the website. This work will take place over the next couple of months.

Being that there were no further reports, the meeting was adjourned at approximately 11:20 am.

Section II. February 7, 2023 Chancellor's Extended Cabinet Agenda

EXTENDED CABINET AGENDA

February 7, 2023

10:00 AM A127/zoom

<https://lsue.zoom.us/j/98182105147>

- Chancellor
- Welcome
- Updates



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202301 (2).pdf

-
-
- **Institutional Effectiveness:**
- **Objectives not met and Summary Reporting Forms report.**



2-6-23 Updated
Final Assembled AY:

-
- Business Office
- Dual Enrollment financial responsibility for students that drop before census day.
- Facilities
- Medical Gas System Replacement & Lab Expansions Project
- Area Updates

Section III. Supplemental Information Provided to Cabinet on IE Outcomes Not Met



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

Date: January 24, 2023
 To: Chancellor's Nancee Sorenson
 From: Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
 Re: AY 2021-2022 Institutional Effectiveness Objectives Not Met

In AY 2021-2022, LSU Eunice had 210 measurable general education or assessment plan objectives used to measure effectiveness. The attached document presents a summary of the 32 (15.23%) objectives that were not met along with a partial description of the progress report and the improvement plan sections only. Note that the 15.23% for AY 2021-2022 is down from the 17.8% in AY 2020-2021. All objectives are supposed to 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 11 retention objectives that were not met. This is up from eight in AY 2020-2021.
 - b) The green text represents the three placement/continuing education objectives that were not met (down from 12 in AY 2020-2021)
- 2) In column 2 (Objective Number), the number followed by
 - a) * indicates that the objective was not met or was inconclusive for either AY 2019-2020 or AY 2020-2021.
 - b) ** indicates that the objective was not met or was inconclusive for both AY 2019-2020 and AY 2020-2021.
- 3) In column 4, the values used to determine that the objective was not met are underlined.
- 4) Column 5 is the partial improvement plan.

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.

Please contact me if you have any questions.

CC: Cabinet and Extended Cabinet

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Academic Affairs	1.1**	AA 21-22 Academic Advising-Faculty and Staff	For AY 2021-2022, the faculty response was a mean of 3.5 (n = 36 (56.25%) out of 64) and the staff response was a mean of 3.3 (n = 50 (56.18%) out of 89). Pooling the mean based on ns yields an overall 3.43. <u>Given that the observed value of 3.43 < the established benchmark of 4.0, this objective is not met.</u>	In Spring 2022 full-time faculty were given the option to choose advising or another form of university service in place of advising duties. The faculty members that chose not to advise selected various other duties, including tutoring, cohort mentoring, etc... that we hope will increase their job satisfaction on next years' survey.
Academic Affairs	3.3*	AA 21-22 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students	For AY 2021-2022, the data is analyzed from 2020 to fall 2021 returning to LSU Eunice. The Board of Regents SPSRETN Retention report was completed on February 22, 2022 indicating a total of 761 new first-time, full-time associate degree seeking students being admitted in fall 2020 with 360 returning to LSU Eunice. As a result $360/761 = 0.4737$ or 47.37%. <u>Given that the observed value retained = 47.37% < the LaPAS benchmark = 53.7%; this objective is not met.</u>	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.
Academic Affairs	3.4*	AA 21-22 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students	For AY 2021-2022, the Board of Regents Retention report was run on February 22, 2022 indicating a total of 761 new first-time, full-time associate degree seeking students being admitted in fall 2020 with 360 returning to LSU Eunice and 96 transferring to other institutions within the state of Louisiana for an overall retention rate of 59.40%. <u>Given that the observed value of 59.40% < this historical benchmark of 66.76%, this objective is not met.</u>	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.
Academic Affairs	4.1*	AA 21-22 Policies and Procedures-Faculty	For AY 2021-2022, 36 (56.25%) of the 64 full-time faculty responded to the spring survey. The results were based on a number of questions on dismissal, suspension, readmission, and resignation policies; faculty have a role in curricular development, change, and review; Employment and evaluation policies; promotion and tenure policies; <u>Satisfaction results = 63.9% < results from Table 1 = 68.7%. As a result, this objective is not met.</u>	No specific complaints were registered by faculty, either directly or through representatives, such as faculty senate regarding failure to follow published policies. We feel that the ratings by faculty reflect their satisfaction level with the outcomes of these policies being employed, and not the failure to follow said policies. We will monitor for the next and look at clarifying language in the instructions and questions of the survey.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Division of Arts and Sciences	1.6*	ARSC 21-22 Developmental Math (MATH 0021)	<p>For AY 2021-2022, 154 students were enrolled in eight sections of MATH 0021 on the census dates for fall 2021 and spring 2022 at all sites with 96 (62.3%) of the students being assessed for student learning. Students achieved a 68%. Modular students on the LSU Eunice site were the only group exceeding the benchmark for the overall and both objectives. A test item statistics document was produced for 40 out of 43 face-to-face students at the LSU Eunice and LSU Alexandria sites.</p> <p>Indirect Assessment The success rate for MATH 0021 during AY 2021-2022 was 48.1%.</p> <p>Summary Given that the observe score for the direct assessment using <u>SLOs = 68% < 70%</u> benchmark and the indirect assessment using <u>success rates defined by an A, B, or C 48.1% < 50%</u> established by the NCES this outcome is not met.</p>	<p>Faculty reported that attendance was an issue. Faculty shared ideas on how they can encourage students to attend class. Also, encourage the tutoring center on campus. The math chair will coordinate with the tutoring center to make sure the hours are advertised earlier in the semester. Faculty members will make sure their students are aware of these hours by posting them on my Courses or telling the students how to access the tutoring center website. Also, a document was shared about how to study math. This document was shared with faculty to share with students if they wish.</p> <p>LSU Eunice Personnel attended a day and a half workshop hosted by Amarillo College in mid-May. Amarillo College is an Achieving the Dream institution with a successful co-requisite mathematics program.</p>
Division of Arts and Sciences	4.2**	ARSC 21-22 BIOL 1001 to BIOL1160	<p>For AY 2021-2022, the Institutional Research Report was run on August 13, 2022. In all, 219 students took and successfully completed BIOL 1001 and then enrolled in BIOL 1160. A total of 99 (45.2%) students successfully completed BIOL 1160 on their first attempt. Given that the observed <u>pass rate of 45.2% < the historical benchmark of 47.6%</u>, this objective is not met.</p>	An improvement plan was not provided
Associate of Science Louisiana Transfer (ASLT)	1.2*	ASLT 21-22 Retention	<p>For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 67 new first-time students were admitted into the Associate of Science Louisiana Transfer Program based on the 14th day census with 25 students being retained to fall 2021. As a result, the raw retention is $25/67 \times 100 = 37.3\%$. Institutional Research reported that 11 students changed their major during the first year. Given that observed retention of <u>37.3%-44.6% < the historical retention = 47.94%</u>, this objective was not met.</p>	<p>The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.</p>
Associate of Science Louisiana Transfer (ASLT)	1.3**	ASLT 21-22 Placement	<p>For AY 2021-2022, there were eight students completing the ASLT during AY 2020-2021. Unfortunately, none of them could be contacted. Given that <u>none of the students could be contacted, the results are inconclusive.</u></p>	<p>Use the newly approved surveys starting the next cycle. This will hopefully allow the Office of Institutional Effectiveness to obtain better data on placement while minimizing those students who could not be contacted.</p>

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Care and Development of Young Children (AS)	6.3*	CDYC 21-22 (AS) Retention	For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 24 new first-time students were admitted into the Care and Development of Young Children Program based on the 14th day census with seven (7) students being retained to fall 2021. As a result, the raw retention is $7/24 \times 100 = 29.2\%$. Institutional Research reported that four (4) students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $7/20 \times 100 = 35.0\%$. Given that observed retention of <u>29.2%-35.0% < the historical retention = 44.3%</u> , this objective was not met.	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.
Computer Information Technology (AAS)	6.3*	CIT 21-22 (AAS) Retention	For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 13 new first-time students were admitted into the CIT program for fall 2020 according to the 14th day census data. Five (5 or 38.5%) students were retained to the fall 2021 census data. Given that the observed retention of <u>38.5% < the 48.84% historical retention</u> , this objective is not met.	Continued use of email and reaching out to students of poor performance will be made; this has worked with some, but not all. Program surveys given to those graduating will be assessed by the faculty member and the Program Review Task Force to use as suggestions for further improvement to retain student population.
Human Resources Management (CTS)	4.2*	HRM 21-22 (CTS) Placement	For AY 2021-2022, a total of eight students completed the program during AY 2020-2021 with four of them being employed in the field or seeking further education. A total of two could not be contacted. Overall percent of students employed in the field or continuing education without those not contacted (totals do not include the academic year under discussion) = 83.33%. Given that the <u>observed value of 4/6 (66.67%) removing the two that could not be contacted < the 83.33% historical benchmark</u> , this objective is not met keeping in mind an n = 8 overall with only 6 data points.	The Office of Institutional Effectiveness completed a survey that is now given to students at commencement. It was approved by the Human Subjects Review Committee during fall 2021. The survey was given to all completing students for the first time in fall 2021. This, of course, will not increase completers; however, it may allow the office to collect data on more students.
Medical Billing and Coding (CTS)	5.2	MBC 21-22 (CTS) Placement	For AY 2021-2022, a total of 26 students completed the Medical Billing and Coding CTS with eight of them employed in the field or continuing their education. Eleven of the students could not be contacted. Overall percent of students employed in the field or continuing education without those not contacted = 48.72%. Given that the <u>observed value of 6/15 (40.0%) (subtracting out the 11 who could not be contacted) < historical benchmark of 48.72%</u> , this objective is not met.	The Office of Institutional Effectiveness completed a survey that is now given to students at commencement. It was approved by the Human Subjects Review Committee during fall 2021. The survey was given to all completing students for the first time in fall 2021.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Surgical Technology (AS)	11.3	ST 21-22 (AAS) Retention (Graduation) Rate	For AY 2021-2022, a total of 16 students were admitted and 9 graduated. Three failed courses and four self-withdrew, resulting in a 56% retention rate. Given that the <u>observed value of 56% < the CAAHEP's benchmark of 60%</u> , this objective is not met.	The program will begin offering open houses to better educate candidates on the profession, daily life of a surgical technologist, characteristics of a surgical technologist, rigor of the program, and Lafayette campus tour.
Dual enrollment and LSU Eunice Academy	1.3**	DEAC 21-22 LSUE Academy Fall to Spring Retention	For AY 2021-2022, 89% of students were retained in Academy from Fall 2021 - Spring 2022. LSU Eunice Director of Dual Enrollment and Academy continued to implement the new attendance policy that requires Academy students to verify daily attendance using the app I-clicker. Students were required to be on campus to verify attendance. <u>Since, 89% < the fall to spring historical retention = 94.8%</u> this objective was not met.	Continue to hold summer boot camps for first time academy students. Continue to implement the I-clicker attendance policy.
Dual enrollment and LSU Eunice Academy	1.4*	DEAC 21-22 LSUE Academy Fall to Fall Retention	For AY 2021-2022, the LSU Eunice Director of Dual Enrollment and Academy continued to implement the new attendance policy that requires Academy students to verify daily attendance using I-clicker. Students were required to be on campus to verify attendance. <u>Since, 68.88% of students were retained in Academy from Fall 2020 - Fall 2021 < the fall-to-fall historical retention = 83.4%</u> , this objective was not met.	Continue to implement the Academic Intervention and Probation program for students with D or F at midterm. Continue to implement and monitor the I-Clicker attendance policy.
Library and Student Support Services	2.1**	LIB 21-22 Increase the Number of Library Visits	For AY 2021-2022, the electronic gate counter data shows a total of 37,925 physical patron visits to the library. This is less than the benchmark of 48,795. <u>Since the observed value of 37,925 < the benchmark of 48,795</u> , Objective 2.1 is not met.	Examples of efforts to raise the number of library visitors included promotions to new students during spring orientation sessions and a Black History Program that the library hosted in February 2022. Library staff will continue to promote the library at orientations, during bibliographic sessions, and by hosting library programs and events. The library now houses multiple support services, so it is expected to see an increase in traffic during AY 2022-2023.
Library and Student Support Services	2.2**	LIB 21-22 Increase the Number of Items Circulated	For AY 2021-2022, 482 physical items were circulated. Given that the <u>observed value of 482 < the benchmark of 821</u> , Objective 2.2 is not met.	For AY 2021-2022, library personnel continued to collect electronic book data and found that eBooks were accessed 645 times from the eBook collection. This is more than was physically circulated and an increase in usage from previous years.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Library and Student Support Services	3.1*	LIB 21-22 Increase the number of Bibliographic Instructional Sessions	For AY 2021-2022, the library provided 21 BI sessions for 292 students. Since the <u>observed number of 21 sessions < the benchmark of 28 sessions and the observed number of 297 students < the benchmark of 674 students</u> , this objective is not met.	It is expected that AY 2022-2023 will see an increase in the number of sessions now that new faculty members have been made aware of our services and new staff has been hired to manage the daily operations of ODS.
Disability Services	1.1	DISA 21-22 Participate in new student and athletics orientation.	For AY 2021-2022, students at all sites who are registered with ODS should be surveyed to assess their satisfaction with disability services. A survey was to be developed in Spring 2022 to begin to establish baseline data from which future planning efforts can be based. However, during the spring 2022 semester, the Disability Services was physically relocated to the library and moved under the direction of the Executive Director of Library and Student Support Services. Director of IE's note: As a result, this objective is delayed.	n/a
Pathways to Success	3.2**	PWAY 21-22 Fall to Spring Retention	For AY 2021-2022, retention data was examined from fall 2021 to spring 2022. LSUA: 13 new first-time students entered in fall 2021 with 10 (76.9%) being retained to spring 2022, LSUE: 174 new first-time students entered in fall 2021 with 121 (69.5%) being retained to spring 2022, and Overall: 187 new first-time students entered in fall 2021 with 131 (70.1%) being retained to spring 2022. Given that the <u>observed retention of 70.1% < the historical benchmark of 75.15%</u> , this objective is not met.	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.
Pathways to Success	3.3**	PWAY 21-22 Fall to Fall Retention	For AY 2021-2022, fall 2020 to fall 2021 retention is being examined. LSUA: There were 13 students admitted for fall 2020 with 9 (69.2%) being retained to fall 2021, LSUE: There were 235 students admitted for fall 2020 with 83 (35.3%) retained to fall 2021, and Overall, there were 248 students admitted for fall 2020 with 90 (36.3%) retained to fall 2021. Note that the 36.3% new first-time students retained from fall 2020 to fall 2021 is the lowest one-year retention since the program began in 2004. Given that the <u>observed retention of 36.3% < the historical benchmark of 45.65%</u> , this objective is not met.	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Admissions	2.1**	ADRE 21-22 Increase Unduplicated enrollment headcount	For AY 2021-2022, this objective was not met. For AY 2022-2023, Goal 2 will be changed to: "Increase the number of new, transfer, & reentry student unduplicated headcount enrollment." Given the Board of Regents allowance of four-year institutions to lower or eliminate some admissions requirements to attend those institutions, LSUE's enrollment was affected by this decision as students with lower grade point averages and in some cases not requiring an ACT score allowed students who would attend LSUE to attend a four-year university in the state of Louisiana.	LSU Eunice will be working with a consultant firm, SWIM, to assess, identify, and improve the marketing of the college. In addition, LSU Eunice will have on-campus visits to local high schools and career fairs. LSU Eunice will work with The Advocate newspaper to increase our footprint and inform a wider audience as to the degrees offered by LSU Eunice. LSU Eunice will continue to build our relationship with LSU Online as their assistance in marketing and promoting 100% online degree programs.
Student Affairs	1.1**	STAF 21-22 Increase Fall to Spring New First- Time Student Retention	For AY 2021-2022, there were 768 new first-time students admitted to LSU Eunice in fall 2021 based on the 14th day census. A total of 572 (74.5%) were retained to the 14th day census for spring 2022. Given that the <u>observed retention value of 74.5% < the historical benchmark = 78.5%</u> , this objective is not met.	The Director of IE notified the Vice Chancellor for Academic Affairs and Provost that the number of students with a GPA = 1.00 increased to 226 (up from 162 in fall 2020). The Director of IE set up a file that the Provost adjusted to meet the staff's needs to contact all of the students to see what assistance, if any, could be offered to the students. Most were contacted by a team just prior to Christmas 2021.
Student Affairs	1.2**	STAF 21-22 Increase Fall to Fall New First- Time Student Retention	For AY 2021-2022, a total of 883 new first-time students were admitted in fall 2020 with 404 of them being retained to fall 2021 at LSU Eunice yielding $404/883 \times 100 = 45.8\%$. Note that this objective does not account for students transferring to other institutions within the state of Louisiana. Given that the <u>observed retention of 45.8% < the historical value of 49.55%</u> , this objective is not met.	The LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs including Student Success Services placed in the Library. In addition, the ATD Action Plan was completed with goal one focusing on student success and retention: The plan was to create an Integrated Learning Center to strengthen holistic student support and provide wrap around wrap around services that will meet student need. The ATD Action Plan also included implementation of EAB Navigate to increase communication with students and help students in need.
Cafeteria	1.1**	CAFE 20-21 Food Service-Faculty Satisfaction	For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 33 as a 3.3 overall with 13 responding n/a. This is a slight decrease from the 3.6 from AY 2020-2021. Given that the <u>observed value of 3.3 < the established benchmark of 4.0</u> , this objective is not met.	On November 3, 2022, the Director of Institutional Effectiveness met with the Chartwell's Day Shift Supervisor and she noted that no complaints were received. She also noted the various choices such as: The hot line option for breakfast, lunch, and dinner, A grill option for lunch and dinner, A sandwich option for lunch and dinner, and A Grab N Go option available all day at Starbucks. Chartwell's management continues efforts to improve student, faculty and staff experience. It is unknown why faculty are not satisfied; however, Business Affairs will continue to work closely with Chartwell's management to try to increase faculty satisfaction.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
Finance	2.1**	FINA 21-22 Budget Review- Faculty	For AY 2021-2022, the faculty spring 2022 survey was distributed electronically in April. The response was from 36 (56.25%) of the 64 eligible faculty. The response to question 40 yielded a mean of 2.8 overall. This is the lowest value in the period examined for the benchmark (since spring 2018). Given that the <u>observed value of 2.8 < the historical benchmark of 3.082</u> , this objective is not met.	It is possible faculty are unsatisfied with their involvement based on budget constraints and a standstill budget that does not allow room for many changes to be made. In an effort to ensure everyone understands the budget process, the VCBA created a PowerPoint presentation that was shared with all members of cabinet and extended cabinet. The VCBA also offered to present to Faculty Senate and Staff Senate as well.
Human Resources	1.3	HR 21-22 Satisfaction with Search and Selection Procedures- Staff	For AY 2021-2022, the staff survey was distributed electronically in April 2022. In all, 50 (56.18) of the 89 staff members responded to the survey. Given that the <u>observed mean of 3.5 < the tentative benchmark of 4.0</u> , this objective is not met.	When the HR Manager resigned in May 2022 the Vice Chancellor of Business Affairs began overseeing all of the HR processes including search and selection. While working with A&M it was determined that some of our processes were more stringent and time-consuming than those used on the main campus. We will use this information to implement more streamlined and efficient processes in HR. A new HR Coordinator was hired at the beginning of the fall 2022 semester. The VCBA and HR Coordinator attended trainings in Baton Rouge with LSU A&M HR to help provide improvements in this area.
Purchasing	1.1*	PURCH 21-22 Purchasing- Faculty Satisfaction	For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 41 as a 3.4 overall with 11 responding n/a. Given that the <u>observed value of 3.4 < the established benchmark of 4.0</u> , this objective is not met.	LSU Eunice has not had purchasing delegation and signature authority since 2017. The Vice Chancellor of Business Affairs worked with Baton Rouge procurement for several months to help LSUE gain signature authority and the buyer role for the campus to help alleviate the faculty and staff dissatisfaction that was previously out of our control. We officially obtained the necessary delegations in April 2022. Shortly thereafter in May 2022 our designated buyer resigned. We were able to successfully fill the position again and anticipate that faculty and staff will see improvements in the near future.
Division of Arts and Sciences	2.31**	General Education Objective 21-22 Competency in Biology I	For AY 2021-2022, There were a total of 827 students enrolled in BIOL 1001 on the census days for the fall 2021 and spring 2022 semesters with 590 (71.3%) being assessed for student learning. Overall students scored a 64% on SLOs with a 65% on SLO A; a 61% on SLO B; and a 66% on SLO 3. Given that the <u>observed values = 64 < the established benchmark of 70%</u> , this objective is not met.	Email sent August 14, 2022; however, there were no responses from online BIOL 1001 faculty. Face-to-Face: Place greater emphasis on word meanings and make comparisons to incongruent or Improper word usages in different contexts. Also spend more time explaining concept details and add additional recordings of lectures. An improvement on the IE side is to require improvement plans of sciences and mathematics as part of the reporting beginning fall 2022.
Division of Arts and Sciences	2.32*	General Education Objective 21-22 Competency in	For AY 2021-2022, eight sections of BIOL 1002 were offered enrolling a total of 211 students on the census days for fall 2021 and spring 2022. Of the 211, 163 (77.3%) were assessed for student learning. On SLOs, students scored an overall =	Face to face: Spend more time and use more examples regarding the Classification Schemes in the face-to- face classroom setting.

1. Group Name	2. Objective Number	3. Objective	4. Assessment/Evaluation Results (Progress Report)	5. Improvement Plan/ Changes Made
		Biology II	63% with a 66% on outcome A, a 59% on outcome B, and a 64% on outcome C. Given that the <u>observed value of 63% < the established benchmark = 70%</u> , this outcome is not met.	8-week online: Include additional illustrations, exercises, and quizzes on the analysis of the diagram showing the classification of living organisms. An email request for improvement plans was sent out on August 14, 2022; however, the dual enrollment instructor did not respond. An improvement on the IE side is to require improvement plans of sciences and mathematics as part of the reporting beginning fall 2022 (see draft IE email dated 8/14/22 below).
Division of Arts and Sciences	2.33*	General Education Objective 21-22 Competency in Physical Science	Physical Science I: For AY 2021-2022, there were two sections located at the LSU Eunice face-to-face site with a total of 63 students registered at the census date for fall 2021 and spring 2022. Of the 63 students, 55 (87.5%) were assessed for student learning. Overall, students scored a 67% with a 71% on outcome A, a 63% on outcome B, and a 67 on outcome C. Physical Science II (PHSC 1002) For AY 2021-2022, there were two sections offered with eight students enrolled on the census day for fall 2021 and spring 2022. In all, six (75.0%) students were assessed out of the eight enrolled. As noted, students scored a 73% overall with a 71% SLO A, a 63% on SLO B, and a 79% on SLO C. Given that the pooled mean = <u>68% < the established benchmark of 70%</u> , this outcome is not met. Note that the A = 71%; B = 63% and C = 68% in the pooled means.	Face-to-Face and Online: Two possible items to assist with outcome B. They are: Introduce specific demonstrations in the classroom so that the students intuitively grasp the concept and evaluate the algebra skills of the students and supplement the gaps observed. Director of IE's note: It is my opinion that performing the analysis for PHSC 1002 is statistically not sound unless there are at least 30 students in the sample to begin to normalize the data and reduce error. If faculty agree, the analysis will be conducted on PHYSC 1001 only if there are not enough student data points in PHSC 1002 for AY 2022-2023.
Division of Arts and Sciences	2.34*	General Education Objective 21-22 Competence in Chemistry I	For AY 2021-2022, there were a total of 97 students enrolled in two LSU Eunice face-to-face sections and two 16-week online sections with 64 (66.0%) being assessed for student learning. Overall, the students scored a 71% with a 73% on outcome 1, and a 69% on outcomes 2 and 3. Given that the <u>observed value of 65.9% < the established benchmark of 70%</u> , this objective is not met.	The faculty member responsible for teaching CHEM 1001 suggested the following as a way to improve the performance on outcomes B and C. 1) Provide multiple examples for students for each SLO. When possible, chemical demonstrations or recordings of chemical demonstrations can be provided. 2) Assess basic algebra skills and supplement observed gaps.3) Spend time reviewing concepts through a review exercise.

Section IV. Transmittal of the Summary Reporting Forms to the Chancellor



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

Date: January 24, 2023
 To: Dr. Nancee Sorenson, Chancellor
 From: Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation
 RE: Transmittal of AY 2021-2022 Institutional Effectiveness Summary Reporting Forms (SRFs) to Extended Cabinet

Attached as a PDF you will find the Institutional Effectiveness Summary Reporting Forms for AY 2021-2022. The forms have been copied to Extended Cabinet for their review and I ask that we consider them at the meeting on Tuesday February 7, 2023, if possible. Per our conversation from January 18, 2023, the SRFs will be considered by Extended Cabinet instead of Administrative Council because it is more active meeting every other week and more representative of all campus departments.

The following Divisions/Departments are included:

1. Academic Affairs
 - a. Dual Enrollment and LSUE Academy
 - b. Federal/State Grants and Contracts – no report position vacant
 - c. Health Sciences, Business Technology, and Public Protection and Safety
 - d. Arts and Sciences
 - e. LeDoux Library
 - f. Student Success Center
 - g. Workforce Development and Continuing Education – no report position vacant
2. Achieving the Dream
3. Athletics
4. Business Affairs
5. Facility Services
6. Information Technology
7. Institutional Effectiveness and Accreditation
8. Institutional Research
9. LSU Eunice Police and Campus Security
10. Public Affairs
11. Student Affairs
12. Title IX
13. University Advancement / LSUE Foundation

Departments with no reports are encouraged to submit a report to the Director of Institutional Effectiveness and Accreditation prior to the meeting as a word document. It is rather important that the SRFs be complete in the final document.

If accepted by the Extended Cabinet, I will then ask if they feel as if LSU Eunice is meeting its mission and strategic goals with the understanding that the mission and goals are under review as part of the

strategic planning process. The action at Extended Cabinet will conclude all administrative actions for the AY 2021-2022 Institutional Effectiveness planning cycle.

Please contact me if you have any questions.

Section V. AY 2021-2022 Assembled Summary Planning Forms

Assembled Summary Reporting Forms

AY 2021-2022



for the

Extended Cabinet Meeting

February 7, 2023

The Office of Institutional Effectiveness and Accreditation
Dr. Paul Fowler, Director
February 6, 2023

Forward

Per the Southern Association of Colleges and Schools: Commission on Colleges (SACSCOC) Standards

- 7.1 – Institutional Planning,
- 7.2 – Quality Enhancement Plan,
- 7.3 – Administrative Effectiveness,
- 8.1 – Student Achievement,
- 8.2a – Student Outcomes: Educational Programs,
- 8.2b – Student Outcomes: General Education, and
- 8.2c – Student Outcomes: Academic and Student Services,

the Institutional Effectiveness Summary Reporting Forms for AY 2021-2022 are contained in this document for Extended Cabinet’s consideration. The SRFs represent a summary of the institutional effectiveness efforts during AY 2021-2022. The following Divisions/Departments are included:

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

If accepted, the Extended Cabinet will be asked if they believe that LSU Eunice is meeting its mission and strategic goals. This is with the understanding that the mission and goals are under review as part of the strategic planning process. The action at Extended Cabinet will conclude all administrative actions for the AY 2021-2022 Institutional Effectiveness planning cycle.

Planning Unit: Academic Affairs

Assessment Year: 2021-2022

Person responsible: John Hamlin

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

3.2 AA 21-22 Graduation

Objective: LSU Eunice will increase overall associate degree and Certificate Attainment.

Progress Report: For AY 2021-2022, the Louisiana Board of Regents CRINTCMP report was run on June 12, 2022. It indicated that 318 associate degrees and 44 certificates were awarded by LSU Eunice for AY 2020-2021. Given that the observed value = 362 > that the established historical mean = 322.7 and median = 311.0, this objective is met.

Improvement: During AY 2021-2022, LSU Eunice was studying retention and success rates in an effort to better understand student behavior and meet student needs. Several reports were issued.

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

Objective 1.1: Faculty and staff will be satisfied with the academic advising process.

Progress Report: For AY 2021-2022, the faculty response was a mean of 3.5 (n = 33...total response was 36 (56.25%) of the expected 64) and the staff response was a mean of 3.3 (n = 16...total response was 50 (56.18%) of the expected 89). Pooling the mean based on ns yields an overall 3.43 which is between undecided and agree.

Given that the observed value of 3.43 < the established benchmark of 4.0, this objective is not met.

Improvement Plan/ Changes Made: In Spring 2022 full-time faculty were given the option to choose advising or another form of university service in place of advising duties. The faculty members that chose not to advise selected various other duties, including tutoring, cohort mentoring, etc... that we hope will increase their job satisfaction on next years' survey.

Planning Unit: LSUE Dual Enrollment and Academy

Assessment Year: 2021-2022

Person responsible: Sondra Cormier

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

Objective 2.1 The LSUE Dual Enrollment Program will increase student enrollment.

Benchmark and Assessment: To continue to increase enrollment in dual enrollment, the benchmark for Fall 2021 enrollment will meet or exceed the historical mean unduplicated Fall enrollment of 460 students and 2,157.7 credit hours.

Progress: For AY 2021-2022 (Fall 2021), LSU Eunice Dual Enrollment had 585 students enrolled in 3,259 credit hours. Given that the observed number of unduplicated Dual Enrollment students for Fall 2021 = 585 > than the benchmark of 460 students and the observed number of credit hours for Fall 2020 = 3259 > than the benchmark of 2157.7 credit hours, this objective as met.

Improvement: In AY 2022-2023, Continue to work with LSU Eunice, LSU Alexandria, and LSU on developing the LSU One Dual Enrollment program and prepare to implement the new program in Fall 2022. Continue to work with partner districts to meet changing dual enrollment needs.

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

Objective 1.3: LSUE Academy students will be retained from the Fall to Spring Semester.

Benchmark and Assessment: The benchmark for Fall to Spring retention will be within ± 2 or 3% of the historical value or greater than the historical mean average of 94.4% retained from Fall to Spring.

Progress: For AY 2020-2021, 93.38% (113 out of 121) of Fall 2020 students returned 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 continued to enforce the policy that did not allow Dual Enrollment students who made a D or F in a core course in Fall 2021 to return to dual enrollment for Spring 2022. Districts also implemented the policy that if a student withdrew from two or more Dual Enrollment courses in a semester, they would not be eligible for funding for dual enrollment courses for one semester. Many students who withdrew from two or more dual enrollment courses could not afford the Spring semester.

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 three unexcused absences. Hold a mandatory two-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).

Planning Unit: Federal/State Grants and Contracts

Assessment Year: 2021-2022

Person responsible: --

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

No report. Position vacant.

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

Planning Unit: Health Sciences, Business Technology, and Public Protection and Safety

Assessment Year: 2021-2022

Person responsible: Dottie McDonald

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

Objective 11.1 and Methodology: 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 National Board of Surgical Technology and Surgical Assisting (NBSTSA) are: Upon the conclusion of the Surgical Technology Program, students will demonstrate competency in:

1. Perioperative Care
2. Ancillary Duties
3. Basic Sciences

Benchmark = 70% per the program faculty

Progress Report: For AY 2021-2022, 100% of the Class of 2022, 9 graduates, sat for the NBSTSA exam on 8/19/2022 and 100% passed on their first attempt. Given that the observed participation rate was 100% and that the observed pass rate was 100% \geq the established benchmark of 100% and 70% respectfully, this objective was met.

Improvement: The program purchased a subscription to Kahoot and created practice quizzes for the students to use at their leisure, in addition to the practice exams administered in the final semester of the program. Program faculty also hold reviews the two weeks between final exams and the NBSTSA exam.

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

Objective 11.3 and Methodology: Students admitted into the Surgical Technology Program will graduate from the program. Programmatic retention benchmark for Surgical Technology is 60% of students that are admitted to the program and taking core courses per compliance with CAAHEP's Standard IV.B. Outcomes Assessment.

Progress Report: For AY 2021-2022, a total of 16 students were admitted and 9 graduated. Three failed courses and four self-withdrew, resulting in a 56% retention rate. Given that the observed value of 56% < the CAAHEP's benchmark of 60%, this objective is not met.

Improvement Plan: A plan of action will be submitted to ARC/STSA at the time of the next annual report, to include a detailed explanation, plan, and implementation timeline.

The program will begin offering open houses to better educate candidates on the profession, daily life of a surgical technologist, characteristics of a surgical technologist, rigor of the program, and Lafayette campus tour.

Planning Unit: Arts and Sciences

Assessment Year: 2021-2022

Person responsible: Todd Dozier

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

General Education Objective 2.11 (GE-Written Communication - ENGL 1001-1002): Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula. This objective will be assessed by the Student Learning Outcomes (SLOs) for ENGL 1001 (first semester English Composition) and ENGL 1002 (second semester English Composition).

Methodology and Benchmark: The assessments of student learning for ENGL 1001 and ENGL 1002 will be through 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 available at the time of the assessment regardless of site or methodology will be assessed. All outcomes in ENGL 1002 are assessed using a multiple-choice assessment.

Progress Report: ENGL 1001: Overall = 83%; SLO 1 = 83%; SLO 2 = 92; SLO 3 = 94; and SLO 4 = 82 with an n = 833 from all sites. Given that the observed SLO score in ENGL 1001 = 83% > the established benchmark of 70% this objective is met.

For ENGL 1002: Overall = 83%; SLO 1 = 84%; and SLO 2 = 81% with an n = 633. Given that the 83% > 70%, this objective is met.

Improvement Plan: Optional virtual meetings for questions and review, and more timely intervention and reviewing major concepts prior to the final.

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

Objective 2.31: Biological Science: Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

Methodology: Assessed using the SLOs in BIOL 1001 a crossed all sites. Benchmark is $\geq 70\%$ for transfer.

Progress Report: Overall 64%; SLO A = 65%; SLO B = 61%, and SLO C = 66 with n = 590. The current results are less than the longitudinal results. Given that 64% < 70%, this objective is not met.

Improvement: Greater emphasis on word meaning and usage in different contexts.

Planning Unit: LeDoux Library

Assessment Year: 2021-2022

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 is used averaged for question 6 (simple mean) over the last four years: 6.0275.

Progress Report: For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the Noel-Levitz Student Satisfaction Survey. The overall score from all sites was 6.32. Given that the overall mean value of 6.32 for all sites > the historical benchmark of 6.0275 (and the national mean of 6.14 for question #6), this objective is met.

Improvement: Although this objective was met, the library continues to seek out ways to improve services. During AY 2021-2022, the library investigated replacing the physical video collection with a streaming service as a supplement to course materials. Unfortunately, the cost prohibited the purchase of services at this time. The library worked with the Louisiana Library System (LOUIS) to offer the textbook for EDCI 2027 at no cost to students and will continue to seek out these opportunities during AY 2022-2023.

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

Objective 3.1: Increase the number of Bibliographic Instructional (BI) Sessions

Benchmark and Strategy: Library personnel continue to collect data for these objectives and will use a 3-year average for AY 2021-2022. For this year the average from AY 2018-2019 - AY 2020-2021 will be used to set the benchmark. The average number of BI sessions for these three years was 28 sessions, reaching 674 students.

Progress Report: For AY 2021-2022, the library provided 21 BI sessions for 292 students. Since the observed number of 21 sessions < the benchmark of 28 sessions and the observed number of 297 students < the benchmark of 674 students, this objective is not met.

Improvement: This objective was not met during AY 2021-2022 for several reasons. Four of the faculty members that requested BI sessions to their classes no longer worked for LSU Eunice, and one online instructor who taught multiple sections did not ask for any sessions. An email was sent to faculty reminding them that library personnel can host custom BI sessions. Additionally, the librarians were asked to temporarily oversee the Office Disability Services (ODS) while the coordinator was on medical leave, which became permanent over the year. It is expected that AY 2022-2023 will see an increase in the number of sessions now that new faculty members have been made aware of our services and new staff has been hired to manage the daily operations of ODS.

Planning Unit: Student Success Center

Assessment Year: 2021-2022

Person responsible: Cassie Jobe-Ganucheau

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

Advising Objective 1.2: Student Satisfaction with Academic Advising

Benchmark and Strategy: Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome benchmarked against national satisfaction for five questions:

- 3. My academic advisor is available when I need help ($\bar{x}_{\text{national}} = 5.84$).
- 14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.01$).
- 16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 5.83$).
- 22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 5.79$).
- 35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.60$).

Success for this objective will be for LSU Eunice questions to score greater than or equal to the overall national mean for the five questions of 5.81.

Progress Report: For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the Noel-Levitz Student Satisfaction Survey. The overall score from all sites was 5.87. Given the overall $n = 356$, only question 3 fell below the national average when considering all student responses. Despite this, the observed overall mean = 5.87 > the national mean = 5.81. As a result, this objective is met.

Improvement: All first year advising has been relocated to the Student Success Center, including the addition of nursing and allied health majors. Academic Affairs and the Student Success Center will continue to offer professional development during Convocation.

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

Pathways to Success Objective 3.3: Fall to Fall Retention

Benchmark and Strategy: New first-time students 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. Using Institutional Research, the overall retention rate from fall 2004 to fall 2005 through fall 2019 to fall 2020 was 45.65%. Meeting or exceeding the 45.65% will constitute success.

Progress Report: For AY 2021-2022, fall 2020 to fall 2021 retention is being examined.

- LSUA: There were 13 students admitted for fall 2020 with 9 (69.2%) being retained to fall 2021,
- LSUE: There were 235 students admitted for fall 2020 with 83 (35.3%) retained to fall 2021, and
- Overall, there were 248 students admitted for fall 2020 with 90 (36.3%) retained to fall 2021.

Given that the observed retention 36.3% < the historical benchmark of 45.65%, this objective is not met.

Improvement: The LSU Eunice administration began spring 2022 with making organizational changes that placed all of Student Affairs under Academic Affairs. This included locating the Student Support Services in the Library under a new director reporting to Academic Affairs. Student Support Services began implementing the following for Pathways to Success Students in January 2022 for the spring 2022 semester:

- Correcting the Pathways to Success student contract;
- tracking and reinstating the attendance policy;
- issuing academic interventions;

addressing class scheduling issues for the fall 2023 semester.

Planning Unit: Workforce Innovation and Continuing Education

Assessment Year: 2021-2022

Person responsible: --

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

No report. Position vacant.

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

Planning Unit: Achieving the Dream

Assessment Year: 2021-2022

Person responsible: (Completed by Paul Fowler)

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

Objective: The Chancellor's Cabinet will complete year two Achieving the Dream tasks per their schedule.

Strategies: The strategies include the following:

- completing the Action Plan,
- completing subsequent reports on digital learning and the integrated learning center,
- conducted LSU Eunice's portion of the evaluation plan, and
- disaggregating data.

Progress Report:

- The Action Plan was completed on February 16, 2022
- Reports on digital learning on June 12, 2022 and the integrated learning center on June 6, 2022,
- Interviews were held as required, and
- for the first time in recent history, success rates, withdrawal rates, and retention rates were broken out by demographic variables recommended by Achieving the Dream - namely gender, ethnicity, and socioeconomic status by whether a student received a Pell Grant
- AY 2020-2021 Disaggregated Course Success from 10-26-21.
- Success and Withdrawal Report AY 20-21 from 11-24-21.
- Retention Report from 12-17-21.
- Success and Withdrawal AY 21-22 from 8-22-22.

As a result of completing the reports, this objective was met.

Improvement Plan: As AY 2022-2023 begins, the Integrated Learning Center Committee continues to meet on digital learning and the skills necessary to be successful in the digital landscape in the upcoming future. That report is expected to be completed by the end of spring 2023.

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

None – all were met.

Planning Unit: Athletics

Assessment Year: 2021-2022

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.

The overall GPA of the Athletic Department was 3.05. Women's Basketball achieved a 3.00 GPA, Men's Basketball achieved a 2.57 GPA, Women's Softball achieved a 3.23 GPA, Men's Baseball achieved a 3.19 GPA, Women's Soccer achieved a 3.08 GPA, and Men's Soccer achieved a 3.03 GPA. The Women's Softball, Men's Baseball, Women's Soccer, Men's Soccer, and Women's Basketball teams achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

Since the overall observed value of 3.05 > the benchmark of 2.50, Objective 1.1 was met.

Action Taken: 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.

LSUE athletic teams will achieve a winning percentage of 60% established by the Athletic Director.

Women's Basketball finished with a 15-11 record and a 58% winning percentage. Men's Basketball finished with a 19-7 record and a 73.1% winning percentage. Women's Softball finished with a 36-22 record and a 62.1% winning percentage. Men's Baseball finished with a 40-17 record and a 70.2% winning percentage. Women's Soccer finished with a 6-4-1 record and a 59.1% winning percentage. Men's Soccer finished with an 8-6-2 record and a 56.3% winning percentage.

The overall record of the Athletic Department was 122-67-3 for a 65% winning percentage.

Since the observed 65% > the benchmark of 60%, Objective 2.1 was met with the Women's Soccer team, Men's Soccer team, and Women's Basketball team performing below the benchmark.

Action Taken: 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.

none

Planning Unit: Business Affairs

Assessment Year: 2021-2022

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: Faculty will rate their satisfaction with Business Affairs as helpful. The benchmark is agreeable (4.0) or higher as this is the second year for this objective. For AY2021-2022, 36 (56.25%) of the 64 eligible faculty responded to the survey with a mean of 4.3. Given that the observed mean of 4.3 > the tentative benchmark = 4.0, this objective is met. Improvement is to monitor.

Objective 2: Staff will rate their satisfaction with Business Affairs as helpful. The benchmark is agreeable (4.0) or higher as this is the second year for this objective. For AY 2021-2022, 50 (56.18%) of the 89 staff members responded to the survey with a mean = 4.0. Given that the observed mean of 4.0 = the tentative benchmark of 4.0, this objective is met. Improvement is to monitor.

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

Goal 1: 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.

Objective 1: Faculty will be satisfied with the purchasing office. The benchmark is agreeable (4.0 or higher). Question 41 on the faculty survey, "The LSU Eunice Purchasing Office meets my needs" will be used to determine satisfaction. Given that the observed value of 3.4 < the established benchmark 4.0 with a response rate of 36 (56.25%) of the 64 eligible faculty responding to the survey, this objective is not met.

Action taken: LSU Eunice has not had purchasing delegation and signature authority since 2017. The VCBA worked diligently with the LSU Procurement Office for several months to help LSU Eunice gain signature authority and purchasing delegation/buyer role for the campus. Previous staff and faculty dissatisfaction was out of our control due to the lack of authority. We officially obtained the necessary delegations and authority in April 2022. Shortly thereafter, in May 2022, our designated buyer resigned. We were able to successfully fill the position with a long-time staff member who possesses a wealth of knowledge regarding purchasing processes and anticipate that the faculty will see improvements in the purchasing process.

It is interesting to note that faculty are not satisfied with the purchasing office; however, staff are satisfied and faculty also responded that they believe Business Affairs is helpful and purchasing is part of Business Affairs.

Planning Unit: Facility Services

Assessment Year: 2021-2022

Person responsible: Michael P. Broussard

1. List one or two of your most significant goals/objectives that were met (note that Objective 1.1 has several parts).

Objective 1.4: LSUE will seek capital improvement funding from the State of Louisiana.

Progress Report: The fume hood replacement project which consisted of replacing the old original (out of compliance) fume hoods in Science Laboratories located in the Science Building was successfully completed on March 10, 2022. With the completion of the 18 new state of the art science laboratory fume hoods installed, the students and faculty have ample lab hood space to conduct lab classes, research, and special projects effectively and safely. As a result, this part of objective 1.4 is met.

Improvement plan: Continue to seek support for the Medical Gas System for the Allied Health Programs.

2. List one or two of your most significant goals/objectives that were not met and the plan of action pursued (note that Objective 1.4 has several parts).

Objective 1.4: LSUE will seek capital improvement funding from the State of Louisiana.

Progress Report: Phase I of the Energy Management System Replacement project was finally initiated with the official Notice to Proceed October 3, 2022. Due to various challenges beyond the Facilities Department control, the project was not started until the latter part of 2022. Therefore, the goal of having this project completed by the end of 2022 was not met. Nevertheless, since the contractor has received the Notice to Proceed and has started the project, progress is being made and the plan is to have phase I of the EMS replacement project completed in the spring of 2023. As a result, this part of objective 1.4 is not met.

Improvement plan: Continue to seek support for the Medical Gas System for the Allied Health Programs.

Planning Unit: Office of Information Technology

Assessment Year: 2021-2022

Person responsible: Stephen Heyward

Director of IE's note: Objective 3.1: Update Infrastructure had 34 projects within it during AY 2021-2022.

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

Objective 3.1.5 and progress report: Migration of Moodle/myCourses to a cloud solution with LSU along with Faculty Technology Center (FTC) support - The prior implementation of Moodle/myCourses was an on-premises installation. The migration of the environment to hosting in the cloud with LSU allowed LSU Eunice to enable a solution that provided a more secure, reliable, and overall enhanced environment to the campus community. The FTC support allows LSU Eunice to partner with the LSU Moodle team and offer a much more robust faculty support structure for the environment. Objective met.

Objective 3.9-15 and progress report: Implementation of multi-factor authentication (MFA) for faculty and staff users – MFA was put into place for all systems Microsoft Azure protected and for faculty and staff users. These systems included myLSUE, myCourses/Moodle, Maxient Student Case Management, VPN access, and more. MFA increases security because even if someone's credentials become compromised, unauthorized users will be unable to meet the second authentication requirement. Objectives met.

Improvement Plan: IT Staff is completely staffed.

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

Objective 3.1 and progress report: Migration of a domain controller within the IT infrastructure area to a cloud hosting solution – In order to provide a more reliable and secure solution for the campus, LSU Eunice needs to have an instance of the infrastructure domain controllers in a cloud environment. While discussions were had with Microsoft around this area, this has not been completed yet. This does remain on the priority list to get into place.

Improvement: Information Technology personnel will continue to work on a solution for this with Microsoft.

Planning Unit: Institutional Effectiveness and Accreditation

Assessment Year: 2021-2022

Person responsible: Paul Fowler

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

Objective 1.3: Key Student Completion Indicator: New first-time (first-time in college) students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution of higher education within the United States.

Methodology: This objective will be assessed using the National Student Clearinghouse's (NSC) data and includes completion from LSU Eunice and other institutions within the United States – both four year and two year – over a period of six years. The NSC six-year total completion rate tracks students nationally and by state by including the enrollment and completion outcomes for the fall 2014 cohort of beginning college students through June 2020. Benchmark: The 42.2% is National Student Clearinghouse Six-Year Total Completion Rate for the 2015 Entering Cohort according to their national report.

Progress Report: For AY 2021-2022, Institutional Research downloaded the graduation data from the NSC and sent it to the Office of Institutional Effectiveness and Accreditation on June 1, 2022. The data indicated 724 in the fall 2015 cohort as new first time in college students with 385 (53.18%) graduating by the established deadline of June 2021. Students earned 433 credentials – 229 two-year and 204 four-year. Given that the observed value of 53.18% > the 42.2% established by the NSC, this objective is met.

Improvement: Data is now being broken out by Ethnicity, gender, and Pell Grant eligibility and is being reported to the Chancellor's Cabinet.

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

All objectives met.

Planning Unit: Institutional Research

Assessment Year: 2021-2022

Person responsible: Stephen Heyward

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

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 considered success.

Progress Report: For AY 2021-2022, the time to complete Service Requests averaged out at 27.50 hours with $n = 3,119$. Since the observed hours 27.5 hours < 45 hours benchmarked, Objective 2.2 was met.

Improvement: It is important to note that OIT filled one last position right at the start of the reporting period within the team. The new employee was very helpful within the area as he became more familiar with the environment throughout the year.

Note that all objectives for Institutional Research were either met or partially met (course evaluations).

Planning Unit: LSUE Police and Security

Assessment Year: 2021-2022

Person responsible: Capt. Cory Lalonde

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

Objective 1.1: Install surveillance cameras.

Strategy: Install additional surveillance cameras to meet campus safety needs.

Progress Report: First, one camera with License Plate Reader technology was added to the housing area of campus. This was approved and implemented in May/June of 2022. This allows for the documentation of each vehicle that enters the housing area complex allows for added security of the area and as an investigative tool. Secondly, the software used to view and review the footage provided, was upgraded to a cloud-based storage system (Arcules). This also allows for web-based viewing and review of footage from any location for approved viewers, from any remote location with internet access. This includes surrounding Law Enforcement Agencies that would assist in response efforts in the event of a major incident. As a result, this objective was met.

Improvement Plan: For AY 2022-2023, adding additional cameras to the surveillance camera system.

Objective 3.1: Emergency Response Training

Strategy: Train appropriate personnel in emergency response procedures

Progress Report: As of September 2022, the e-learning portion of the ALICE training commenced. This will be followed up with in-person, small group training in which small scale, hands-on application of training objectives can be done. This will enable that individuals to conduct additional and more hands-on training on the LSU Eunice campus for all faculty, staff and students. Therefore, this objective was met.

Improvement Plan: For AY 2022-2023, continue with the completion of the ALICE Active threat training with both the e-learning and in person components. Continued search for additional training to provide to the LSUE community. Also, a continued search and consideration for newer technologies that can assist in the detection, response and mitigation of incidents that could occur on our campus.

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

Objective 2.1: Faculty and staff will view the campus as safe and secure.

Method: Both faculty and staff will be assessed using the spring surveys requiring a mean ≥ 4.00 .

Progress Report: Faculty was $3.9 < 4.0$ with 56.25% responding and staff was $3.5 < 4.0$ with 56.18% responding. Objective not met.

Improvement: Efforts will be made to seek input from the LSU Eunice community to increase the safety and security of the campus and its population.

Planning Unit: Public Affairs

Assessment Year: 2021-2022
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 comprehensive marketing, advertising and social media strategies for LSU Eunice to meet its enrollment and retention goals.

Strategy: During AY 2020-2021, a comprehensive marketing initiative continued with the Advocate to provide third-party digital marketing as well as advertisement place in its in-house properties.

Progress Report: The LSU Eunice website has seen significant increases in website traffic, particular during heavy months of recruiting efforts (April 22-August 22). The homepage in that timespan saw a 158.72% increase in users. The LSUE Social Media channels also saw a significant jump in traffic, up 238.7% on Facebook (825,191 users) and 383% (65,859) on Instagram. Objective met.

Improvement Plan: Our partnership will continued with added focus on video content for marketing.

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

Planning Unit: Student Affairs

Assessment Year: 2021-2022

Person responsible: Kyle Smith

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

Residence Life Objective 1.1: Maximize In-Room Occupancy

Strategy: For the purposes of housing occupancy reporting, September 10, 2021 will be the final occupancy reporting date, regardless of the first date of classes or move-in dates, which may vary. The 4-year average occupancy is 98.68%. The 98.68% will be used as the target benchmark on which future planning will be based.

Progress Report: For AY 2021-2022, there were 211 in-room occupants (out of 212 available beds) on September 10, 2022 resulting in an occupancy rate of 99.5%. Given that the observed value of 99.5% > the historical benchmark of 98.68%, this objective was met.

Improvement Plan: These results were shared with all housing staff and the Dean of 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.

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

Student Affairs Objective 1.2: Increase Fall to Fall New First-Time Student Retention

Strategy: 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. The Benchmark is the overall retention of the last nine years, retention from fall 2011-fall 2012 to fall 2019-fall 2020 which is 49.55%. Meeting or exceeding the 49.55% will constitute meeting this objective.

Progress Report: For AY 2021-2022, a total of 883 new first-time students were admitted in fall 2020 with 404 of them being retained to fall 2021 at LSU Eunice yielding $404/883 \times 100 = 45.8\%$. Note that this objective does not account for students transferring to other institutions within the state of Louisiana. Given that the observed retention of 45.8% < the historical value of 49.55%, this objective is not met.

Improvement Plan: Create an Integrated Learning Center to strengthen holistic student support. Create a coordinated network of digital tools used to provide proactive guidance and improve student success (implement EAB Navigate). Through these efforts it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Planning Unit: Title IX

Assessment Year: 2021-2022

Person responsible: Jacqueline Lachapelle

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

Objective 1.1: LSU Eunice will comply with Federal and State Title IX regulations.

Strategies: Effort to comply will be in the following areas: Training, campus communication, and timely and effective response.

Progress Report: For AY 2021-2022, a Campus communication was sent out announcing Power-Based Violence Training (which includes Title IX) was made available to all responsible employees (n=304) and all confidential advisors (n = 2). Of the 306 employees, 53.9% (n = 165) completed the training. In regard to timely and effectively responding to complaints, LSU Eunice did not have any formal complaints for 2021-2022. As a result, this objective was met.

Improvement Plan: Continue to provide annual training to the LSUE employees and timely and effectively respond to any cases that may be filed.

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

N/A

Planning Unit: University Advancement

Assessment Year: 2021-2022

Person responsible: Carey Lawson

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

Objective 2.1: Contributions will be greater than \$1,336,010.50 which is greater than 20% of FY20-21 income of \$1,113,342.

Progress Report: For AY 2021-2022, income for FY 21-22 was \$1,466,609.

Given that the observed value of \$1,466,609 > the established benchmark of \$1,113,342, this objective is met.

Improvement Plan: Alumni Annual Giving Campaign was pushed to Fall of 2022.

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

Objective: Review and Update LSUE Policy Statements regarding fundraising by June 30, 2022.

Progress Report: For AY 2021-2022, continue to evaluate policies for any changes necessary. No changes were indicated as necessary at this time; therefore, this objective has been delayed.

Improvement Plan: Review again in AY 2022-2023 and update if necessary.

Section VI. Academic Year 2021-2022: Details for Goals and Objectives All Departments

Affirmative Action/Equal Employment Opportunity

AA/EEO 21-22 Completion and Approval of Annual Affirmative Action Plan

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

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 2020-2021, this objective was met.

For AY 2021-2022, this outcome is delayed because the position is vacant.

Improvement Plan/ Changes Made:

N/A

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

AA/EEO 21-22 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Progress:

Provided By: AA/EEO

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA/EEO 21-22 Annually Provide Training on AA/EEO topics to faculty & staff

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was delayed. New Director is unable to determine if this objective was met and currently does not have access to the reports she needs. The new Director is in the process of gaining access to reports for ethics training and auditing compliance for sexual harassment training.

For AY 2021-2022, this outcome is delayed because the position is vacant.

Improvement Plan/ Changes Made: n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA/EEO 21-22 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Progress: Delayed

Provided By: AA/EEO

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Academic Affairs

AA 21-22 Academic Advising-Faculty and Staff

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Faculty and staff will be satisfied with the academic advising process.

Assessment/Evaluation/Measures/Strategies:

Faculty and staff will rate satisfaction with academic advising 4.0 or higher on the Faculty and Staff Surveys given each spring semester. Question number 4 from the faculty survey and question number 34 on the Staff Survey will be used to assess the outcome: "For faculty/staff who advise (otherwise choose n/a): 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
- n/a = not applicable as some faculty and staff do not advise

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. It was decided to add Staff Survey question number 34 to this outcome because several staff members advise students.

For AY 2021-2022, the faculty response was a mean of 3.5 (n = 33...total response was 36 (56.25%) of the expected 64) and the staff response was a mean of 3.3 (n = 16...total response was 50 (56.18%) of the expected 89) (see the attached files below). Pooling the mean based on ns yields an overall 3.43 which is between undecided and agree.

Given that the observed value of 3.43 < the established benchmark of 4.0, this objective is not met.

Attached Files

[Staff Spring 2022 Survey Report Advising.pdf](#)

[Faculty Spring 2022 Survey Report for Advising.pdf](#)

Improvement Plan/ Changes Made:

In Spring 2022 full-time faculty were given the option to choose advising or another form of university service in place of advising duties. The faculty members that chose not to advise selected various other duties, including tutoring, cohort mentoring, etc... that we hope will increase their job satisfaction on next years' survey.

Attached Files

[Advising Memo to Faculty Advisors.pdf](#)

[Academic Affairs presentation 1-13-2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA 21-22 Academic Advising-Students

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 (RNL) 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 listed below. (see RNL Data in the Progress Section).

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

Not satisfied at all
 Not very satisfied
 Somewhat dissatisfied
 Neutral
 Somewhat satisfied
 Satisfied
 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 = 5.84 with SD = 1.49).
- 14. My academic advisor is knowledgeable about my program requirements (national average = 6.01 with SD = 1.43).
- 16. My advisor helps me apply my program of study to career goals (national average = 5.83 with SD = 1.56).
- 22. My academic advisor is knowledgeable about transfer requirements of other schools (national average = 5.79 with SD = 1.52).
- 35. I receive ongoing feedback about progress toward my academic goals (national average = 5.60 with SD = 1.59).

See the PDF file in the Progress Report in the left column for national means.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 356 response to the RNL Student Satisfaction Survey given in Spring 2022 (see PDF file below). As Table 1 indicates, the overall data indicates a mean satisfaction of 5.870 compared to a national satisfaction of 5.814. The LSU Eunice and LSUA Alexandria face-to-face (note n = 6) sites had an overall satisfaction rates below the national average. In fact, the rates at the LSU Alexandria

site were below the national average across the board. Next, high school dual enrollment < 50% of a program, online (both 8-week and 16-week), and students at the Ochsner Lafayette General Orthopedic Hospital (note n = 13) were all above the national mean.

Table 1. Student Satisfaction with Academic Advising AY 2021-2022 Based on RNL Likert Scale.

Question	National	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	5.84	5.72	5.49	3.75	6.00	6.08	6.64
14	6.01	6.06	5.94	4.00	6.14	6.20	7.00
16	5.83	5.93	5.85	5.00	6.40	5.96	7.00
22	5.79	5.93	5.87	3.33	5.71	6.04	6.70
35	5.60	5.71	5.72	3.75	6.00	5.68	6.50
Means	5.814	5.870	5.774	3.966	6.050	5.992	6.768
n	58823	356	190	6	12	104	13

Examining the data further indicated that the means for question 3 about availability fell below the national averages. This is no doubt related to fact that most faculty are advisors and teach 5-6 courses during the semester and may not be available when students have a break between classes. Note that the results from LSU Alexandria, high school dual enrollment < 50% of a program and Ochsner Hospital are taken with a degree of caution because the means may not be approaching the overall population mean and have a great deal of error due to the low ns.

Given that the observed mean for LSU Eunice overall = 5.870 > the national mean of 5.814, this objective is met.

Attached Files

[NL-Sequential Site Academic Advising.pdf](#)

Improvement Plan/ Changes Made:

The administration believes that this outcome should be monitored over the next year because several new hires were made in faculty and staff. The new LeDoux Library Learning Commons created in spring 2022 and had a staff of two. The staff has now been increased to five with recent hires over summer 2022.

In addition, the Divisions of Liberal Arts and Sciences and Mathematics were combined into one division in spring 2022 which may have caused some confusion on the part of students. The new Division of Arts and Sciences added three program chairs for fall 2022 who will assist with some advising and student complaints.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA 21-22 Curriculum Development

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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."

In all, 86.740% of the faculty will agree they have a role in curricular development as measured by historical 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 2021.

- 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%
- Spring 2021 was 22/23 or 95.65%
- Overall was 157/181 or 86.74%

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
- n/a = not applicable

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 36 (56.25%) of the 64 full-time faculty responded to the faculty survey during spring 2022. A total of 15 responded "agree" while 17 responded "strongly agree" to question number 8 in the survey with none choosing n/a, strongly disagree, or disagree (see PDF file below). As a result, 32 (88.89% of the 36 respondents indicated that they agreed or strongly agreed with the curricular question.

Given that the observed score of 88.89% > the historical benchmark of 86.74%, this objective is met.

Attached Files

[Faculty Survey Spring 2022 Curriculum Review.pdf](#)

Improvement Plan/ Changes Made:

During AY 2020-2021, an updated version of the Curriculum Development Manual was approved by Faculty Senate and Academic Council. At the end of spring 2022 the Vice Chancellor for Academic Affairs asked that the Curriculum Development Manual be updated again to clarify

issues that were noticed during AY 2020-2022. This included minor issues with forms and a section about approvals required for new programs and the expansion of existing programs (see attached PDF file markup).

Attached Files

[Curriculum Development Manual Draft June 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To ensure that faculty understand and participate in curriculum development.

Goal Number: 2

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA 21-22 Instructional Program Satisfaction

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 and spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 2021 (n = 1,361). Note that the survey was not given in fall 2020 due to CV-19, but was given every fall and spring otherwise. Note that this section is given as a disclosure since the benchmark was first calculate in this fashion.

- question 13 = 97.86%
- question 14 = 96.95%
- question 15 = 98.05%
- n = 1361

Based on the historical data, it was decided that a benchmark of no lower than **90%** would be established given the ceiling effect and the narrow range between 98% to 100%. Very simply, not every student will be completely satisfied with their preparation. (Note that the benchmark was adjusted downward from 95% because it is difficult to maintain a 95% or higher satisfaction rate for anything let alone satisfaction related to education).

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, A pooled satisfaction rate was calculated based on the n for fall 2021 and spring 2022. The results were

- question 13 = 95.00%
- question 14 = 96.39%
- question 15 = 95.56%
- n = 252

Given that the observed scores of 95.00%, 96.39%, and 95.56% > 90%, this objective is met.

Improvement Plan/ Changes Made:

Monitor given the results.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To foster academic success through instructional effectiveness.

Goal Number: 3

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA 21-22 Graduation

Objective Number: 3.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

LSU Eunice 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 ten years. Average will be the mean or median - whichever is less.

Data is obtained from the Louisiana Board of Regents Reporting System online report entitled "Program-ID CRINTCMP" (see PDF file below).

LSU Eunice Number of Completers by Academic Year	
AY	Number of Completers
10/11	289
11/12	289
12/13	337
13/14	334
14/15	322
15/16	312
16/17	298
17/18	311
18/19	346
19/20	389
Totals	3227
mean	322.7
median	317.0

The mean = 322.7 and the median = 311.0 establishing the benchmarks for AY 2021-2022.

Attached Files

[CRINTCMP.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the Louisiana Board of Regents CRINTCMP report was run on June 12, 2022. It indicated that 318 associate degrees and 44 certificates were awarded by LSU Eunice for AY 2020-2021. Given that the observed value = 362 > that the established mean = 322.7 and median = 311.0, this objective is met.

Improvement Plan/ Changes Made:

During AY 2021-2022, LSU Eunice was studying retention and success rates in an effort to better understand student behavior and meet student needs. The following reports were issues during fall 2021.

- December 17, 2021: An Investigation into Longitudinal Retention Rates paper presented to Cabinet on December 14, 2021 and Academic Council December 16, 2021.
- December 1, 2021: An Investigation into Success and Withdrawal Rates paper presented to Cabinet on November 30, 2021 and Faculty Senate on November 29, 2021.

See the two pdf reports below.

Attached Files

[2021 Retention Report.pdf](#)

[2021 Success Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To foster academic success through instructional effectiveness.

Goal Number: 3

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

AA 21-22 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.3

Start: 11/1/2021

End: 10/31/2022

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 3.3 and 3.4 both measure retention, but in different ways. Objective 3.3 reports students returning to LSU Eunice only through the Operational Plan to LSU A & M while 3.4 reports students returning to LSU Eunice and other institutions of higher education within the State of Louisiana. In addition, objective 3.4 is a Student Achievement Metric whereas 3.3 is not.

Attached Files

[LSU Eunice FY19_20 Operational Plan](#)

Assessment/Evaluation/Measures/Strategies:

Benchmark was to be to increase 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).

However, the benchmark was updated in the Operational Plan in the Louisiana Operational Plan Activity System (LaPAS) by the LSU Eunice administration: Students from fall 2020 to fall 2021 will be retained at a rate equal to or exceeding 53.7%.

Benchmark is based on Performance Indicator 2 (See file below) in the Operational Plan.

Attached Files

[Operational Plan FY 2020-2021.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. See AY 2020-2021 for the improvement plan.

For AY 2021-2022, the data is analyzed from 2020 to fall 2021 returning to LSU Eunice. The Board of Regents SPSRETN Retention report was run on February 22, 2022. It indicated a total of 761 new first-time, full-time associate degree seeking students being admitted in fall 2020 with 360 returning to LSU Eunice (see SPSRETN PDF file below). As a result $360/761 = 0.4737$ or 47.37%.

Given that the observed value retained = 47.37% < the LaPAS benchmark = 53.7%; this objective is not met.

Attached Files

[SPSRETN Fa 20 to Fa 21.pdf](#)

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, I thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
2. All or part of this language may appear in multiple retention objectives (see Objective 3.4). While this language was written for the fall-to-fall retention of new first-time students, the goal presented in the ATD Action Plan is meant to increase overall success and retention multiple programs and for fall to spring as well.

The information in this improvement plan is a summary of actions taken as a result of strategic planning, working with SWIM Digital Media (a consultant working to increase enrollment), and Achieving the Dream (ATD).

The administration of LSU Eunice asked for two reports as fall 2021 came to a conclusion in preparation for the Achieving the Dream Action Plan due in February 2022. The first report dealt with the overall success and withdrawal rates for all courses taken by all students during AY 2020-2021 (see file 1, Table 1, page 10). Table 1 noted that the overall success rate for all courses taken by all students was 72.0%. The success rate for AY 2020-2021 was then compared to longitudinal data from AY 2010-2011 through AY 2019-2020. LSU Eunice administrators were extremely concerned to find that the overall success rate in AY 2020-2021 was 2.2 percentage points below the overall longitudinal rate of 74.2% (see file 1, Table 2, page 12). The report indicated that there were issues related to success from certain student groups, namely Black (non-Hispanic), Pell Grant recipients, Pathways to Success (students needing developmental courses in all subjects, and new first-time students in general (see file 1, Table 3, page 13). Administrators were further concerned that the withdrawal rate for all students groups increased in AY 2020-2021 and was 1.7% above the mean for the period studied (see file 1, Table 5, page 15).

After the success and withdrawal paper was discussed, a second related report was completed in December on longitudinal fall to fall retention rates for new first-time students. This report indicated that the fall 2020 to fall 2021 retention of new first-time students was 45.8% (see file 2, Table 1, page 14); the lowest of the eleven-year study and 3.8 percentage points below the mean for the ten years. Table 2 in file 2 on page 15 detailed the decrease in retention trending from 50% in fall 2010 to fall 2011 to nearly 48.5% in fall 2020 to fall 2021 (see dotted line). The report analyzed a number of demographic characteristics with the most striking being that students earning a grade point average (GPA) ≤ 1.00 had an overall retention of 9.3% during the ten years studied (see file 2, Table 12, page 26). In addition, students earning zero credits (i.e. a GPA = 0.00) during their first semester was also examined. The data indicated a 67.9% increase from 10.9% of the new first-time students in fall 2010 to 18.3% in fall 2020 (see file 2, Table 17, page 31). The end result was that students earning a 0.00 in their first semester only had a 4.5% probability of being retained to the next fall (see file 2, Table 18, page 32).

Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

In addition, the ATD Action Plan (see file 5) was completed in February 2022 to address many of the issues noted above. The first 18 pages deal with what was learned in the first year as an ATD institution. Section 4 starting on page 18 required LSU Eunice to create a vision of student success for the first time. The remaining pages beginning in section 5 on page 19 required LSU Eunice personnel to create a specific action plan to increase student success in a lens of equity. Goal number one focuses on student success and retention:

1. LSU Eunice seeks to increase success and retention of new first-time students. (Note that new first-time students are named for ATD data purposes. The aim, very simply, is to increase the success and retention of all students. (see file 5 p. 19 & pp. 23-31)
 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, and support for online students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Please note that the ATD Action Plan has an additional goal to increase access to and better prepare students for high demand high wage jobs in the digital economy (see pp. 20-21 & pp. 32-37). This goal focuses on enrollment growth along with increasing literacy in fields related to the digital economy.

Updated on September 5, 2022: While there is work left to do, evidence indicates that the decrease in success rates is slowing as evidenced by the paper on AY 2021-2022 Success and Withdrawal Rates (see file 6 below).

- The overall decrease in success is slowing. For example, in the success rate was 75.2% in AY 2019-2020 and decreased 3.2 percentage points to 72.0% in AY 2020-2021. It decreased 0.9 of a percentage point to 71.1% in AY 2021-2022 (see Table 2 and Figure 1 on page 17 of file 6).
- The withdrawal rate is slowing. For example, the withdrawal rate was 9.1% in AY 2019-2020 and increased 2.7 percentage points to 11.8% in AY 2020-2021. It fell 0.4 of a percentage point from 11.8% in AY 2020-2021 to 11.4% in AY 2021-2022 (see Table 2 and Figure 1 on page 17 of file 6).
- The overall decrease in success for Black (non-Hispanic) students is slowing. For example, in the success rate was 64.7% in AY 2019-2020 and decreased 7.5 percentage points to 57.2% in AY 2020-2021. It decreased 0.4 of a percentage point to 56.8% in AY 2021-2022 (see Table 4 and Figure 3 on page 19 of file 6).
- The decrease in success for Pathways to Success students has been reversed in one year. Pathways to Success students are at-risk and need developmental education in all subjects. This group of students is typically nearly 50% Black (non-Hispanic). The success rate was 59.1% in AY 2019-2020 and decreased 7.5 percentage points to 51.6% in AY 2020-2021. It increased 2.7 percentage points to 54.3% in AY 2021-2022 with the new interventions that began in early spring 2022 (see Table 5 and Figure 4 on page 20 of file 6).

Attached Files

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates \(1\).pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 6 AY 2021-2022 Success Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To foster academic success through instructional effectiveness.

Goal Number: 3

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

AA 21-22 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.4

Start: 11/1/2021

End: 10/31/2022

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 3.3 and 3.4 both measure retention, but in different ways. Objective 3.3 reports students returning to LSU Eunice only through the Operational Plan to LSU A & M while 3.4 reports students returning to LSU Eunice and other institutions of higher education within the State of Louisiana. In addition, objective 3.4 is a Student Achievement Metric whereas 3.3 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 2019 to fall 2020. The retention is 66.76% based on 5,710 students initially enrolled and 3,812 students retained in a Louisiana institution of higher education (see Table 1).

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
2019	2020	678	348	86	434	64.01
Overall Totals:		5710	2923	889	3812	66.76

Given the statistics, meeting or exceeding 66.76% retention is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. (Given the influences of CV-19 and a hurricane the first week of classes in Fall 2020, the plan is to monitor the retention.)

For AY 2021-2022, the Board of Regents SPSRETN Retention report was run on February 22, 2022. It indicated a total of 761 new first-time, full-time associate degree seeking students being admitted in fall 2020 with 360 returning to LSU Eunice and 96 transferring to other institutions within the state of Louisiana for an overall retention rate of 59.40% (see SPSRETN PDF file below). It is worth noting that LSU Eunice had the second highest in-state retention when compared to all two-year institutions within the state of Louisiana.

Given that the observed value of 59.40% < this historical benchmark of 66.76%, this objective is not met.

Attached Files

[SPSRETN Fa 20 to Fa 21.pdf](#)

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, I thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
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Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

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 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, and support for online students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Please note that the ATD Action Plan has an additional goal to increase access to and better prepare students for high demand high wage jobs in the digital economy (see pp. 20-21 & pp. 32-37). This goal focuses on enrollment growth along with increasing literacy in fields related to the digital economy.

Updated on September 5, 2022: While there is work left to do, evidence indicates that the decrease in success rates is slowing as evidenced by the paper on AY 2021-2022 Success and Withdrawal Rates (see file 6 below).

- The overall decrease in success is slowing. For example, in the success rate was 75.2% in AY 2019-2020 and decreased 3.2 percentage points to 72.0% in AY 2020-2021. It decreased 0.9 of a percentage point to 71.1% in AY 2021-2022 (see Table 2 and Figure 1 on page 17 of file 6).
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2020 and decreased 7.5 percentage points to 51.6% in AY 2020-2021. It increased 2.7 percentage points to 54.3% in AY 2021-2022 with the new interventions that began in early spring 2022 (see Table 5 and Figure 4 on page 20 of file 6).

Attached Files

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 6 AY 2021-2022 Success Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To foster academic success through instructional effectiveness.

Goal Number: 3

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

AA 21-22 Policies and Procedures-Faculty

Objective Number: 4.1

Start: 11/1/2021

End: 10/31/2022

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
- n/a = not applicable

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
2021	77	96	61	52	71.50	23
weighted means	79.88	86.73	68.59	59.75	73.74	181

The benchmark of 73.74% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2021. Meeting or exceeding the 73.74% will constitute success.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. (This objective was 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.)

For AY 2021-2022, 36 (56.25%) of the 64 full-time faculty responded to the spring survey. The results were as follows (see PDF file below):

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. Results = 24/35 or 68.6%.
- Q8 Faculty have a role in curricular development, change, and review. Results = 32/36 or 88.9%
- Q11 Employment and evaluation policies are clearly communicated to me. Results = 23/36 or 63.9%
- Q38 Promotion and tenure policies are carefully followed. Results = 20/34 or 58.8%
- overall, the mean is 99/141 = 70.21%.

Given that the results for

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. Results = 68.6% < results from Table 1 = 79.9%.
- Q8 Faculty have a role in curricular development, change, and review. Results = 88.9% > results from Table 1 = 86.73%.
- Q11 Employment and evaluation policies are clearly communicated to me. Results = 63.9% < results from Table 1 = 68.7%.
- Q38 Promotion and tenure policies are carefully followed. Results = 58.8% < results from Table 1 = 59.8%
- Overall of 70.2% < overall from Table 1 = 73.7%

this objective is not met.

Attached Files

[Faculty Survey Spring 2022 Policies and Procedures.pdf](#)

Improvement Plan/ Changes Made:

No specific complaints were registered by faculty, either directly or through representatives, such as faculty senate regarding failure to follow publish policies. We feel that the ratings by faculty reflect their satisfaction level with the outcomes of these policies being employed, and not the failure to follow said policies. In addition, we feel that the questions in the survey may be misinterpreted by some portion of respondents and affect the results in unintended ways. We will monitor for the next and add look at clarifying language in the instructions and questions of the survey.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AA 21-22 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4
 Progress: Completed
 Provided By: Academic Affairs
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:
 4. Culture of Continuous Improvement.

AY 21-22 Policies and Procedures-Academic Council

Objective Number: 4.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

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 Statement 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 2020-2021, this objective was delayed. (Policies 8, 12, 35, 47 and 74 were under review and had not been taken to Academic Council for approval)

For AY 2021-2022, the following actions were taken.

- No 8 Appeal Procedures Available to Students (PS 8 is being edited as this outcome is being written on 8/31/22. It went into revision at the end of spring 2022; however, it has not yet made it to Academic Council.)
- No 12 Recruitment, Retention, Promotion, and Tenure of Faculty Members (PS 12 went into revision in fall 2021; however, the HRM coordinator left in spring 2022 and there has been no action on it since she left.)
- No 33 Use of LSU Eunice Facilities and Premises (Not in revision...updated in 2020.)
- No 35 Faculty Grievance Procedure (Not in revision.)
- No 46 Guidelines for Faculty Workloads (Reviewed by Academic Council on May 19, 2022 with no changes.)
- No 47 Continuing Education and Extension Activities (updated on March 17, 2022.)
- No 59 Intellectual Property (Reviewed by Academic Council on May 19, 2022. Updated Board of Supervisor links only.)
- No 62 Academic Honorifics: Chairs, Professorships, Lectureships, & Awards (Reviewed by Academic Council on June 23, 2022 and there was an issue with some of the language. This is still in progress.)
- No 74 Principal Investigator's Manual for Research Involving Human Subjects (Drs. Robichaux and Fowler worked part of summer 2022 to update. In progress.)
- No 83 Grants and Sponsored Programs (Reviewed by the Director of Grants on March 21, 2022. Board of Supervisor link updates only.)

Given those reviewed and/or in progress, this being 8, 46, 47, 59, 62, 74, and 83, represents 7 (70%) out of 10 were reviewed with some still in progress.

Given that the observed value of 70% > the benchmark of 25%, this objective was met.

Improvement Plan/ Changes Made:

New HR manager hired as fall 2022 began. Might begin looking at PS 12 again during AY 2022-2023 .

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

AA 21-22 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

4. Culture of Continuous Improvement.

Division of Arts and Sciences

ARSC 21-22 Developmental English (ENGL 0001)

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 ([see Syllabus below](#)).

The student learning outcomes (SLOs) are: 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.

Attached Files

[ENGL 0001 dept syllabus FA21.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

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.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Indirect Assessment

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2021-2022 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. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment

For AY 2021-2022, 622 students were enrolled in 34 fall and spring sections of developmental English Composition (ENGL 0001) with 315 (50.64%) of them being assessed for student learning. ENGL 0001 was not offered at any of the dual enrollment sites < 50% or at the Ochsner Lafayette General Orthopedic Hospital.

As Table 1 indicates, each of the overall scores exceeded the 70% benchmark, with the online students in both the 16-week and 8-week sections performing higher than students in the face-to-face courses. In addition, the LSUA face-to-face sections with 17 students increased performance to the point where they met the benchmarks in each of the three SLOs.

Table 1. ENGL 0001 SLO Results by Site AY 2021-2022 as Percentages

ENGL 0001 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk
Overall	78	76	72	79	82
A. Using clear topic sentences	83	80	70	84	92
B. Using evidence to support a topic sentence	85	83	72	86	90
C. Using proper grammar and punctuation	73	72	73	75	76
Total number of students assessed	315	154	17	91	53
Total number of sections in AY	34	18	2	10	4

The longitudinal data shows that students in AY 2021-2022 performed slightly better than those from AY 2020-2021 (see Table 2). Please note that the preceding five years are shown; however, the overall simple mean is calculated since spring 2011 and every academic year thereafter. Comparing the AY 2021-2022 results to the mean suggests that the students taking the SLO assessment in the current year performed higher than most academic years in the past.

Table 2. ENGL 0001 Longitudinal Results since Spring 2011 as Percentages.

ENGL 0001 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	73	74	73	74	77	78	75.9
A. Using clear topic sentences	77	76	76	81	83	83	81.3
B. Using evidence to support a topic sentence	80	79	79	81	86	85	84.3
C. Using proper grammar and punctuation	69	71	68	69	72	73	70.6
Total number of students	350	334	359	311	398	315	338.3

Indirect Assessment

Next, Table 3 examines the fate of students in terms of grades for ENGL 0001. All students enrolled on the census days for fall 2021 and spring 2022 were used in the calculation, indicating that the overall 59.0% fall short of the 63% benchmark established by the NCES. The results also suggest that the face-to-face students performed better than online students, especially those in the 16-week course.

Grade	Overall	LSUE	LSUA	Online 16-Wk	Online 8-Wk
A, B, C	367	205	18	90	54
D, F, W	255	92	5	125	33
Total	622	297	23	215	87
Percent Success	59.0	69.0	78.3	41.9	62.1

Achieving the Dream Course Success based on Demographic Variables

Because LSU Eunice is an Achieving the Dream Institution, success rates are also examined by the most common demographic variables. The central belief is that all students, not just first-time students, should succeed in a course in the same relative proportions. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population in that course should successfully complete it, and the results should not vary by more than ± 5 percentage points.

Table 4 details the success rate for ENGL 0001 broken out by ethnicity, showing an overall success rate of 59.0%. If the premise stated above is true, then the individual student groups should not vary more than ± 5 percentage points from the 59.0%, establishing a range between 54.0% and 64.0%. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The n = 30 is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution, thus limiting sampling error as the n increases in the sample. As a result, Table 4 suggests that Black (non-Hispanic) students need additional support and that White (non-Hispanic) students are over performing (see highlighted cells).

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	8	1.3	2	25.0
Asian	9	1.4	5	55.6
Black (non-Hispanic)	275	44.2	136	49.5
Hispanic of any race	26	4.2	19	73.1
Nonresident Alien	5	0.8	3	60.0
Race/Ethnicity Unknown	8	1.3	5	62.5
Two or more races	13	2.1	9	69.2
White (non-Hispanic)	278	44.7	188	67.6
Total	622	100.0	367	59.0

Next, the data is separated by gender in Table 5, indicating that males performed slightly higher than females, but the variance is within the ± 5 percentage points established.

Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	454	73.0	265	58.4
Male	168	27.0	102	60.7
Total	622	100	367	59.0

In addition, Table 6 examines success rate by whether or not the students received a Pell Grant, showing that both groups performed within the ± 5 percentage point variance.

Table 6. AY 2021-2022 ENGL 0001 Success Rate by SES (all students).				
Pell	Enrolled		A, B, or C	
	n	%	n	%
N	270	43.4	155	57.4
Y	352	56.6	212	60.2
Total	622	100	367	59.0

While there is no established benchmarks related to the demographic variables, Tables 4-6 do suggest that there might be some inequity based on ethnicity. As a result, success rates should be monitored into AY 2022-2023 (and beyond) to determine any fluctuations and have three years of data.

Summary

Direct: Given that the direct assessment of student learning observed at 78% > the established benchmark of 70%;

Indirect: Given that the course success rate of 59.0% < the NCES value of 63.0% and that the indirect data suggests that some inequities may exist when examining the data by ethnicity,

this objective is met placing more weight on the direct assessment.

Improvement Plan/ Changes Made:

Continue to gather indirect course success rates based on demographics to obtain longitudinal data.

Some English faculty have expressed interest in starting the essay-writing portion of ENGL 0001 earlier in the semester. Currently, essay writing begins at the midterm mark, after a half-semester of grammar and punctuation lessons and testing. Some paragraph writing has been implemented earlier in the semester for online ENGL 0001 sections. However, as the data above shows, face-to-face students perform better, so the focus on grammar and punctuation first may be the better approach. Faculty will discuss.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 Orientation to University Studies (UNIV 1005)

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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. This objective will be assessed by student learning outcomes (SLOs). The SLOs 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).

Attached Files

[UNIV 1005 Syllabus Fall 2021.pdf](#)

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 students 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for the SLOs is 70% which is the traditional "C" grade according to the LSU Eunice Catalog.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 2021-2022 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. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was partially met.

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 highlighted 6-2-21...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 highlighted 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 highlighted 6-8-21...).

Direct Assessment of Student Learning

For AY 2021-2022, there were 285 students enrolled in 15 sections of Orientation to University Studies (UNIV 1005) on the census days for the fall 2021 and spring 2022 semesters. In all, there were 201 (70.5%) assessed for student learning (see Table 1). Course sections were offered at the LSU Eunice face-to-face site, the LSU Alexandria site, and 16-week online. No sections were offered at any other sites or in an accelerated 8-week online format.

Students at the LSU Eunice site scored the highest at 81% followed by the 16-week online at 76%. Each of these two sites exceeded the 70% benchmark for each outcome. Unfortunately, the LSU Alexandria students scored a 67% - just below the 70%. However, note that the n = 16 does not necessarily approach a normal distribution to reduce sampling error. Over the years, the faculty member at LSU Alexandria reported constant issues with attendance and students completing the work.

Table 1. AY 2021-2022 UNIV 1005 Student Learning Outcome Site Summary as a Percentage

SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk
Overall	80	81	67	76
1. Locate and access LSU Eunice resources	77	80	60	68
2. Demonstrate various transferrable academic skills	81	81	74	82
Total number of students assessed	201	164	16	21
Total number of sections	19	15	2	2

Longitudinally, students from AY 2021-2022 performed at pre-pandemic levels as shown in Table 2. Note that Table 2 shows the past five years as a comparison; however, the mean was calculated since spring 2011 when the SLO assessment was first given.

UNIV 1005 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	80	80	80	80	71	80	78.7
1. Locate and access LSU Eunice resources	80	84	81	79	71	77	81.1
2. Demonstrate various transferrable academic skills	80	76	79	80	68	81	75.8
Total number of students	324	309	292	229	242	201	281.6

Indirect Assessment of Student Learning

Next, Table 3 details the overall success rate using the grades of A, B, or C only by site showing that LSU Alexandria students performed the highest, then LSU Eunice face-to-face, then the 16-week online sections. In all, the overall success rate of 59.6%. It is interesting to note that the LSU Alexandria students scored the highest in terms of grades, but scored below the 70% on the SLO assessment.

Grade	Overall	LSUE FF	LSUA FF	Online 16-Wk
A, B, C, P	170	138	17	15
D, F, W, NC	115	89	2	24
Total	285	227	19	39
Percent Success	59.6	60.8	89.5	38.5

Success Rates using Demographics for Achieving the Dream

At the beginning of 2021, LSU Eunice 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 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 same relative proportion. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population in that course should successfully complete it and the results should not vary by more than ± 5 percentage points.

As noted above, there were 285 students enrolled in UNIV 1005 on the census dates for fall 2021 and spring 2022. Overall, 170 (59.6%) of them earned an A, B, or C to successfully complete the course. If the premise that students should successfully complete a course in the same relative proportions, then the variance should range between 54.6% to 64.6% using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range. The n = 30 is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 54.6% or above 64.6% and approach 30 students. Table 4 shows that Black (non-Hispanic) students are under performing at 49.3% and need additional support while those from the White (non-Hispanic) are overperforming at 71.1%.

Table 4. UNIV 1005 AY 2021-2022 Success Rate by Ethnicity (all students).

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	1	0.4	0	0.0
Asian	2	0.7	1	50.0
Black (non-Hispanic)	144	50.5	71	49.3
Hispanic of any race	8	2.8	6	75.0
Nonresident Alien	4	1.4	2	50.0
Race/Ethnicity Unknown	6	2.1	5	83.3
Two or more races	6	2.1	4	66.7
White (non-Hispanic)	114	40.0	81	71.1
Total	285	100.0	170	59.6

Table 5 breaks out the same data by gender indicating that the 60.0% and 58.7% both fall between the 54.6% to 64.6% range; therefore, that variability is considered as typical.

Table 5. AY 2021-2022 UNIV 1005 Success Rate by Gender (all students).				
Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	210	73.7	126	60.0
Male	75	26.3	44	58.7
Total	285	100	170	59.6

Finally, Table 6 breaks out the success data by Pell Grant eligibility again indicating that the 64.2% for non-Pell and 57.4% for Pell eligible students falls within the 54.6% to 64.6% range (just barely on the high end). Again, that variability is considered as typical.

Table 6. AY 2021-2022 UNIV 1005 Success Rate by SES (all students).				
Pell	Enrolled		A, B, or C	
	n	%	n	%
N	95	33.3	61	64.2
Y	190	66.7	109	57.4
Total	285	100	170	59.6

Summary

Given that the observed scores on the

- direct assessment = 80% > the established benchmark of 70% and
- indirect assessment = 59.6 < the NCES value of 63%

this objective is met placing more weight on the direct assessment.

Attached Files

[6-4-21 Email from Interim Dean.pdf](#)

[6-8-21 Email from Ms. Greaud.pdf](#)

[6-2-21 UNIV 1005 Comments from Gordon.pdf](#)

Improvement Plan/ Changes Made:

The Director of IE recommends continuing to gather indirect course success rates based on demographics to obtain longitudinal data. A discussion will need to take place on how and when to benchmark.

Angela. Please discuss in a few sentence your plan for UNIV 1005 in fall 2023. Remember, the plan will need to be executed to LSUA and online. Given the results in Table 3, I would against offering any more online UNIV 1005 sections.

Director of IE's note: This objective was completed in June 2022. As of September 1, 2022, there has been no reply from faculty members.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 College Reading (UNIV 0008)

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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. Student learning outcomes (SLOs) according to the UNIV 0008 course syllabus follow (see Major Learning Outcomes on page 2 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.

Attached Files

[UNIV 0008 Syllabus Spring 2022.pdf](#)

Assessment/Evaluation/Measures/Strategies:

Direct Assessment

Direct measurement of the student learning outcomes 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for the SLOs is 70% which is the traditional "C" or "average" grade according to the LSU Eunice Catalog.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Indirect Assessment

The success rate for the course over the 2021-2022 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

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment

For AY 2021-2022, there were 119 students enrolled in 11 sections of UNIV 0008 on the census days for fall 2021 and spring 2022 with a total of 86 (71.7%) being assessed for student learning (see Table 1). Sections were only offered at the LSU Eunice face-to-face site and the LSU Alexandria face-to-face site as Table 1 indicates. Students at both sites scored above the 70% benchmark and this was the same for outcome A. LSU Alexandria students scored a 68% on outcome B (see Table 1). Please note that the scores for the LSU Alexandria site are based on an n = 4 students so there is quite possibly quite a bit of sampling error.

Table 1. AY 2021-2022 UNIV 0008 Student Learning Outcome Site Summary as a Percentage.			
SLO Description	Overall	LSUE FF	LSUA FF
Overall	78	78	72
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	79	79	74
B. Employ critical reading comprehension strategies.	75	75	68
Total number of students assessed	86	82	4
Total number of sections	11	10	1

Next, the longitudinal data is presented in Table 2 indicating that all three were above their respective means. In addition, the overall increased one percentage point from AY 2020-2021 to AY 2021-2022. Please note that the simple means are calculated from data back to AY 2011-2012 even though data is shown from AY 2016-2017 to the present. Looking back through all data shows that the 78% currently is the highest since the assessment was given in AY 2011-2012.

Table 2. UNIV 0008 Longitudinal Student Learning Outcome Results as a Percentage.

UNIV 0008 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	72	73	75	77	77	78	74.6
A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.	72	73	79	79	77	79	76.6
B. Employ critical reading comprehension strategies.	73	72	67	72	77	75	70.1
Total number of students	172	204	136	67	94	86	163.9

Indirect Assessment

Next, Table 3 shows the success rates by letter grades (A, B, and C only) for the 119 students enrolled on the census dates for fall 2021 and spring 2022. The LSU Eunice face-to-face students had an overall success rate of 72.6% while LSU Alexandria students had a success rate of 66.7% (see Table 3); however, again, please keep in mind the $n = 6$ that will greatly affect the percentages.

Table 3. AY 2021-2022 UNIV 0008 Success Rates Based on Number Enrolled

Grade	Overall	LSUE FF	LSUA FF
A, B, C, P	86	82	4
D, F, W, NC	33	31	2
Total	119	113	6
Percent Success	72.3	72.6	66.7

Summary

Given that the observed value for

- the direct assessment = 78% > the benchmark of 70% and

- The indirect assessment = 72.3% > the NCES benchmark of 63%

This objective is met.

Improvement Plan/ Changes Made:

Standalone developmental courses will be eliminated beginning fall 2023 in favor of co-requisite support courses beginning fall 2023. Preliminary plans are to integrate additional reading into the UNIV 1005 course for Pathways students and to integrate other components in the support course for English composition. No final decisions have been made as of this writing.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 Developmental Math (MATH 0001)

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

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 (SLOs) 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).

Attached Files

[MATH 0001 SYLLABUS AY 21-22.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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 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 of learning (course success rates) will be calculated using data from institutional research over the 2021-2022 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. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was partially met. (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.) A mathematics faculty meeting did take place in summer 2021; those meeting minutes are documented in the AY 2020-2021 improvement plan.

Direct Assessment

For AY 2021-2022, there were 887 students registered for MATH 0001 on the census days for fall 2021 and spring 2022 with 497 (55.97%) of them being assessed for student learning (see Table 1). It is worth noting that nearly half of the students were not assessed for student learning outcomes meaning that they did not take the final exam in the course.

Table 1. MATH 0001 SLO Results AY 2021-2022 by Site as a Percentage.

MATH 0001 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Modular
Overall	71	66	64	73	79	74
1.1.1. Manipulate order of operations with real numbers	73	67	67	77	82	76
1.1.2. Perform basic algebraic operations with expressions and linear equations	71	65	63	75	80	75
1.1.3. Geometry	65	66	61	68	54	70
Total number of students assessed	497	181	32	112	66	106
Total number of sections for AY	37	9	2	9	5	12

Table 1 shows that the student performance overall and outcomes 1.1.1 and 1.1.2 exceeded the 70% benchmark and that outcome 1.1.3 fell short of the 70% benchmark by five percentage points. It also indicates that the 8-week online course scored the highest even though they had difficulty with outcome 1.1.3. Modular students scored the next highest and exceeded the 70% benchmark for all three outcomes. Next, the 16-week online students scored an overall 73%, but again had difficulty with outcome 1.1.3 although they came close to meeting the 70%. Finally, the two face-to-face sites scored similarly with neither meeting the benchmark of 70% in for any outcome. Note that no sections were offered at any dual enrollment off-campus instructional location at < 50% of a program.

An item analysis was run on the data for the face-to-face sections based on 187 students' assessments. Note that the Remark Software had the fall LSU Alexandria section, but not the spring section. The spring section was turned in using a different noncompatible format. The item analysis indicated that students scored poorly on a number of questions (see attached file). The item analysis is being provided to the mathematics faculty for their information in developing an improvement plan.

Next, Table 2 shows the longitudinal data for six years showing that student performance has incrementally improved since the pandemic keeping in mind that the geometry outcome decreased by several percentage points. Regardless, comparing AY 2021-2022 performance to the simple means since spring 2011 indicates that learning has improved to some degree since the time period up to and including the pandemic that began in spring 2020.

MATH 0001 Student Learning Outcomes: All Sections	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	72	67	69	69	73	71	70.5
1.1.1. Manipulate order of operations with real numbers	76	67	68	70	75	73	73.7
1.1.2. Perform basic algebraic operations with expressions and linear equations	70	65	69	68	72	71	68.5
1.1.3. Geometry	71	69	71	68	72	65	67.3
Total number of students assessed	555	585	548	494	585	497	522.0

Indirect Assessment

Next, Table 3 details the success rate using A, B, or C for all students enrolled in MATH 0001 on the census days for fall 2021 and spring 2022. As Table 3 shows, the 8-week online sections completed at a rate of 51.3% while all other sites/methodologies succeeded in the 40s with the overall being 44.9%. This compares to past years as:

- AY 2017-2018 = 55%,
- AY 2018-2019 = 63.7%, and
- AY 2019-2020 = 46.6%.

Success rates obviously need to be improved.

Grade	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Modular
A, B, C, P	398	118	19	98	60	103
D, F, W, NC	489	146	23	145	57	118
Total	887	264	42	243	117	221
Percent Success	44.9	44.7	45.2	40.3	51.3	46.6

Success Rates based on Demographics for Achieving the Dream

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, MATH 0001 success rates (A, B, or 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 same relative proportion. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population enrolled in that course should successfully complete it and the results should not vary by more than ± 5 percentage points.

As noted above, there were 887 students enrolled in MATH 0001 on the census dates for fall 2021 and spring 2022. Overall, 398 (44.9%) of them earned an A, B, or C to complete the course. If the premise that students should successfully complete a course in the same relative proportions is accepted, then the variance should range between 39.9% to 49.9% using the ± 5 percentage points established above.

Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The n = 30 is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in

the sample. Given the conditions, student groups will be highlighted if their achievement was below 39.9% or above 49.9% and approach 30 students. Table 4 shows that Black (non-Hispanic) and White (non-Hispanic) students are the only two groups meeting the $n = 30$ condition. Table 4 suggests that Black (non-Hispanic) students are under performing at 31.0% and need additional support while student while White (non-Hispanic) group are overperforming at 57.3%.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	14	1.6	5	35.7
Asian	4	0.5	2	50.0
Black (non-Hispanic)	358	40.4	111	31.0
Hispanic of any race	26	2.9	14	53.8
Nonresident Alien	5	0.6	1	20.0
Race/Ethnicity Unknown	14	1.6	5	35.7
Two or more races	28	3.2	9	32.1
White (non-Hispanic)	438	49.4	251	57.3
Total	887	100.0	398	44.9

Next, Table 5 breaks out the demographics by gender showing that female students slightly outpaced males in terms of successful completion of MATH 0001; however, both success rates fall within the 39.9% to 49.9% range.

Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	667	75.2	306	45.9
Male	220	24.8	92	41.8
Total	887	100	398	44.9

Finally, MATH 0001 success rates are examined by whether a student was eligible for the Pell Grant. Table 6 indicates that students who were not Pell eligible succeeded at 48.5% while those who were Pell eligible succeeded at 42.0%. Both success rates fall within the 39.9% to 49.9% range and are considered typical.

Pell	Enrolled		A, B, or C	
	n	%	n	%
N	396	44.6	192	48.5
Y	491	55.4	206	42.0
Total	887	100	398	44.9

Summary

Given that the observed value on the

- direct assessment = 71% > the established benchmark of 70% and
- indirect assessment = 45.9% < 50% established by the NCES

This objective is tentatively met placing more weight on the direct assessment.

Attached Files

[MATH 0001 AY 21-22 Face-to-Face Item Analysis.pdf](#)

[MATH 0001 Final Exam Fall 2021.pdf](#)

Improvement Plan/ Changes Made:

The math faculty met on July 25, 2022 and the minutes are attached.

Faculty discussed reasons why MATH 0001 face-to-face sections at LSUE and LSUA were performing much worse than the online and modular sections. Faculty feel attendance is a major factor as attendance this last academic year has overall been an issue. In modular and online sections, there are prerequisites to get to the final exam. Face-to-face sections have no prerequisites for a student to take the final exam. Faculty shared ideas on how they can encourage students to attend class: attendance tied to bonus points, attendance tied to rounding final grade, work harder to turn in students to student success when there is a drop in attendance, etc. These ideas are not going to necessarily be used by all faculty members, but they were shared by some faculty members who saw success in students attending class when these policies were used. Also, encourage the tutoring center on campus. The math chair (in the fall) will coordinate with the tutoring center to make sure the hours are advertised earlier in the semester. Faculty members will make sure their students are aware of these hours by posting them on my Courses or telling the students how to access the tutoring center website. The problems that were highly missed involved geometry. It was mentioned that we could add more homework questions in the geometry sections like those on the final exam.

Please note in that in fall 2023 MATH 0001 will no longer be offered as a standalone course and that a co-requisite model will be developed whereby a support course and general education mathematics appropriate for the student's major will be implemented. While faculty have reservations about this model given that many high schools in the area have a "no fail" policy and some students arrive at LSU Eunice's doorstep with no knowledge of even elementary algebra, the design process will move forward to better meet students where they are. The four pieces of the initiative are:

1. creating a non-algebra based general education mathematics course for liberal arts and non-science majors.
2. pairing a support course with applied college algebra and college algebra to advance the "just in time tutoring".
3. better communicate with advisors on the math courses needed for different majors.
4. increasing the number of tutors to assist students in the Library's Integrated Learning Center.

Various LSU Eunice Personnel attended a day and a half workshop hosted by Amarillo College in mid-May. Amarillo College is an Achieving the Dream institution with a successful co-requisite mathematics program (see agenda below).

Attached Files

[Amarillo College Trip Agenda.pdf](#)

[Math Meeting 07 25 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 Developmental Math (MATH 0015)

Objective Number: 1.5

Start: 11/1/2021

End: 10/31/2022

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 (SLOs) 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 AY 21-22.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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam. The questions parallel those being asked of students taking the courses in other methodologies.

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 2021-2022 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>

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was partially met. (CV-19 pandemic, hurricanes and deep freeze likely impacted student success; math faculty met over summer to discuss the most missed questions on final exam - #4 is being changed to include less operations to better align with the

types of problems in new textbook - #21 on online final exam will be changed to be more in line with the types of problems in this course - #39 on the face-to-face final exam will be modified to be more straight forward (see highlighted section in the attached 7-6-2021 meeting minutes).

Direct Assessment

For AY 2021-2022, There were 405 students enrolled in MATH 0015 on the census days for fall 2021 and spring 2022 with 220 (54.3%) of them being assessed for student learning on the final exam (see Table 1.) Note that sections were only offered at the sites shown in Table 1 and not at any other site. Table 1 indicates that the overall and each outcome exceeded the 70% benchmark at each site where the course was offered. Table 1 suggests that 8-week online students performed the highest at 77% with modular and online 16-week following at 76%. Students at the LSU Eunice face-to-face site scored a 73%.

MATH 0015 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular
Overall	75	73	76	77	76
1.1.4. Perform basic algebraic operations	74	71	75	78	73
1.1.5. Perform operations with the rectangular coordinate system	78	78	78	76	79
Total number of students assessed	220	65	51	46	58
Total number of sections in AY	21	5	4	4	8

Table 2 details the longitudinal data for MATH 0015 (and the older version of MATH 0002) since AY 2016-2017 suggesting that improved learning has taken place since the pandemic. In addition, the two outcomes and the overall exceed the means for each. Note that the simple mean represents the data from spring 2011 through present even though the last six year are shown in the table.

MATH 0015 Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	67	64	72	67	73	75	67.9
1.1.4. Perform basic algebraic operations	67	64	71	65	72	74	67.4
1.1.5. Perform operations with the rectangular coordinate system	68	65	74	73	77	78	69.2
Total number of students assessed	449	247	277	244	225	220	362.5

Indirect Assessment

Next, Table 3 shows the success rate using A, B, or C only for all students enrolled on the census date for fall 2021 and spring 2022. As noted in Table 3, modular students had the highest success at only 50% while 8-week online students succeeded at nearly the same rate. LSU Eunice face-to-face students succeeded at 41.5% while only 35.3% of the 16-week online students successfully completed with a grade of A, B, or C.

Grade	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular
A, B, C, P	178	44	36	40	58
D, F, W, NC	227	62	66	41	58
Total	405	106	102	81	116
Percent Success	44.0	41.5	35.3	49.4	50.0

Summary

Given that the observed value for

- the direct assessment = 75% > the 70% benchmark
- the indirect assessment = 44.0% < 50% benchmark established by the NCES

This objective is tentatively met placing more weight on the direct assessment.

Attached Files

[Math Meeting Minutes 7_6_2021.pdf](#)

Improvement Plan/ Changes Made:

Faculty met on July 25, 2022 and discussed MATH 0015. The faculty did not make any changes to the final exam and agreed to monitor results since the SLOs were higher than the 70% benchmark this past academic. Also, MATH 0015 is being phased out come fall 2023. But faculty did agree that attendance has been an issue in most courses so the ideas below could be used.

Faculty shared ideas on how they can encourage students to attend class: attendance tied to bonus points, attendance tied to rounding final grade, work harder to turn in students to student success when there is a drop in attendance, etc. These ideas are not going to necessarily be used by all faculty members, but they were shared by some faculty members who saw success in students attending class when these policies were used. Also, encourage the tutoring center on campus. The math chair (in the fall) will coordinate with the tutoring center to make sure the hours are advertised earlier in the semester. Faculty members will make sure their students are aware of these hours by posting them on my Courses or telling the students how to access the tutoring center website. Also, posting a document shared by a faculty member about how to study in math can be used to help students with this skill.

Please note in that in fall 2023 MATH 0015 will no longer be offered as a standalone course and that a co-requisite model will be developed whereby a support course and general education mathematics appropriate for the student's major will be implemented. While faculty have reservations about this model given that many high schools in the area have a "no fail" policy and some students arrive at LSU Eunice's doorstep with no knowledge of even elementary algebra, the design process will move forward to better meet students where they are. The four pieces of the initiative are:

1. creating a non-algebra based general education mathematics course for liberal arts and non-science majors.
2. pairing a support course with applied college algebra and college algebra to advance the "just in time tutoring".
3. better communicate with advisors on the math courses needed for different majors.
4. increasing the number of tutors to assist students in the Library's Integrated Learning Center.

Various LSU Eunice Personnel attended a day and a half workshop hosted by Amarillo College in mid-May. Amarillo College is an Achieving the Dream institution with a successful co-requisite mathematics program (see agenda below).

Attached Files

[Amarillo College Trip Agenda.pdf](#)
[Math Meeting 07 25 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 Developmental Math (MATH 0021)

Objective Number: 1.6

Start: 11/1/2021

End: 10/31/2022

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 2021 and Spring 2022 (see the Major Learning Outcomes section on page 2 of the PDF file below).

Attached Files

[MATH 0021 Syllabus AY 21-22.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 2021-2022, 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, 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.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. The questions parallel those being asked of students taking the courses in other methodologies.

Indirect Assessment:

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2021-2022 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 LSU Eunice, 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>

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment

For AY 2021-2022, 154 students were enrolled in eight sections of MATH 0021 on the census dates for fall 2021 and spring 2022 at the sites shown in Table 1 with 96 (62.3%) of the students being assessed for student learning. As Table 1 indicates by the overall column, students did not meet the 70% benchmark achieving a 68%. Modular students on the LSU Eunice site were the only group exceeding the benchmark for the overall and both objectives. They were followed by the online 16-week online sections that exceeded the benchmark for the overall and outcome 1.1.5, but did not meet it for outcome 1.1.4. Next, LSU Eunice face-to-face students exceeded the 70% benchmark for outcome 1.1.5, but did not exceed it for outcome 1.1.4 or the overall. Finally, LSUA face-to-face student did not exceed the 70% benchmark for either outcome or the overall. However, it is worth noting the small number of students (n = 12) for the LSU Alexandria site.

Table 1. MATH 0021 SLO Results by Site AY 2021-2022 as a Percentage.

MATH 0021 SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Modular
Overall	68	64	62	71	76
1.1.4. Perform basic algebraic operations	64	58	65	66	72
1.1.5. Perform operations with the rectangular coordinate system	75	77	61	75	80
Total number of students assessed	96	31	12	38	15
Total number of sections in AY	8	2	2	2	2

A test item statistics document was produced for 40 out of 43 face-to-face students at the LSU Eunice and LSU Alexandria sites. The results for the student indicated that the following problems had less than a 60% of being answered correctly: 1, 4, 5, 10, 14, 20, 25, 26, 28-31, 34-37, 39, and 41. Note that the data for three of the students from fall 2021 at LSU Alexandria were turned in using excel instead of scantrons.

The longitudinal data in Table 2 shows that a dip in performance has occurred in the past. In fact, AY 2019-2020 and AY 2020-2021 were the only two academic years that students exceeded the 70% benchmark since data on SLOs were first kept for the course in spring 2011. In the years prior to AY 2019-2020, the average of the overall was 67%.

Table 2. Longitudinal SLO Data for MATH 0021 by Academic Year.

Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	67	69	69	73	74	68	68.1
1.1.4. Perform basic algebraic operations	67	69	69	74	72	64	67.6
1.1.5. Perform operations with the rectangular coordinate system	68	70	70	69	75	75	68.6
Total number of students assessed	449	181	181	151	122	96	322.3

Indirect Assessment

The success rate for MATH 0021 during AY 2021-2022 is detailed in Table 3 showing that 48.1% of all students enrolled in the course on the census dates for fall 2021 and spring 2022 successfully completed it. LSU Alexandria face-to-face sections had the highest success rate at 68.8% followed by the 16-week online sections, then LSU Eunice face-to-face sections at 48.7% followed by modular mathematics at the LSU Eunice site at 38.1%.

Grade	Overall	LSUE FF	LSUA FF	Online 16-Wk	Modular
A, B, C, P	74	19	11	28	16
D, F, W, NC	80	20	5	29	26
Total	154	39	16	57	42
Percent Success	48.1	48.7	68.8	49.1	38.1

Summary

Given that the observe score for

- the direct assessment using SLOs = 68% < 70% benchmark and
- the indirect assessment using success rates defined by an A, B, or C 48.1% < 50% established by the NCES

this outcome is not met.

Attached Files

[Test Item Statistics MATH 0021 AY 21-22.pdf](#)

Improvement Plan/ Changes Made:

Faculty met on July 25, 2022 and discussed MATH 0021. Face to face sections struggled more than online and modular. Attendance was sighted as an issue. The final exam was not changed since this course is being phased out in the fall 2023.

Faculty feel attendance is a major factor as attendance this last academic year has overall been an issue. In modular and online sections, there are prerequisites to get to the final exam. Face-to-face sections have no prerequisites for a student to take the final exam. Faculty shared ideas on how they can encourage students to attend class: attendance tied to bonus points, attendance tied to rounding final grade, work harder to turn in students to student success when there is a drop in attendance, etc. These ideas are not going to necessarily be used by all faculty members,

but they were shared by some faculty members who saw success in students attending class when these policies were used. Also, encourage the tutoring center on campus. The math chair (in the fall) will coordinate with the tutoring center to make sure the hours are advertised earlier in the semester. Faculty members will make sure their students are aware of these hours by posting them on my Courses or telling the students how to access the tutoring center website. Also, a document was shared about how to study in math. This document was shared with faculty to share with students if they wish.

Please note in that in fall 2023 MATH 0021 will no longer be offered as a standalone course and that a co-requisite model will be developed whereby a support course and general education mathematics appropriate for the student's major will be implemented. While faculty have reservations about this model given that many high schools in the area have a "no fail" policy and some students arrive at LSU Eunice's doorstep with no knowledge of even elementary algebra, the design process will move forward to better meet students where they are. The four pieces of the initiative are:

1. creating a non-algebra based general education mathematics course for liberal arts and non-science majors.
2. pairing a support course with applied college algebra and college algebra to advance the "just in time tutoring".
3. better communicate with advisors on the math courses needed for different majors.
4. increasing the number of tutors to assist students in the Library's Integrated Learning Center.

Various LSU Eunice Personnel attended a day and a half workshop hosted by Amarillo College in mid-May. Amarillo College is an Achieving the Dream institution with a successful co-requisite mathematics program (see agenda below).

Attached Files

[Amarillo College Trip Agenda.pdf](#)

[Math Meeting 07 25 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 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: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.

2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

ARSC 21-22 Retention- Aggregated Majors of EDUN, PSYC, and SOCL

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 Division of Arts and Sciences.

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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 152 new first-time students entering the as EDUN, PSYC, or SOCL with 81 being retained for a retention rate of 53.29% (see Table 1).

Table 1. New First-Time Undecided, Psychology, and Sociology Student Retention for Years Indicated			
Initial Year	Raw Initial Enrollment	Raw Retained One Year	Raw Retention (%)
Fa 13 - Fa 14	25	15	60.00
Fa 14 - Fa 15	19	7	36.84
Fa 15 - Fa 16	22	11	50.00
Fa 16 - Fa 17	21	11	52.38
Fa 17 - Fa 18	21	11	52.38
Fa 18 - Fa 19	27	15	55.56
Fa 19 - Fa 20	17	11	64.71
Totals	152	81	53.29

As a result, a historical benchmark of 53.29% will be used.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 11 new first-time students were admitted into the three programs based on the 14th day census with 5 students being retained to fall 2021. As a result, the raw retention is $5/11 * 100 = 42.5\%$.

Institutional Research reported that two (2) students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $5/9 * 100 = 55.6\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 42.5%-55.6% > the historical retention = 53.3%, this objective was met given the students that changed their major.

Improvement Plan/ Changes Made:

The number of students changing their major during the first year was added to the report for this cycle and is now being considered as noted above. In addition, the new Dean of Arts and Sciences began work on December 20, 2020 (see file below).

Attached Files

[2-24-22 Doziers hire date from WorkDay.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ARSC 21-22 Retention of EDUN, PSYC, and SOCL Majors

Goal Number: 3

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
4. Culture of Continuous Improvement.

ARSC 21-22 College-level mathematics sequence

Objective Number: 4.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, the benchmark will be the overall historical success rate (more accurate than weighted means because it uses the original ns in each case). The assessment will be completed by the Dean of Arts and Sciences using student data provided by the Office of Institutional Research. This grade report tabulates successful completion of MATH 1015, MATH 1020, and MATH 1021 followed by attempting MATH 1425, Introductory Statistics, or MATH 1022, Trigonometry.

Table 1. Number and Percentage of Students Successfully Completing College Algebra Registering for and Completing Trigonometry (MATH 1022) or Statistics (MATH 1425) the First Time.					
Academic Year being Assessed: 2021-2022.					
Academic Year	17-18	19-20	20-21	Overall	Percent
n = passing MATH 1425 on first attempt	279	260	195	734	64.0
n = original passing MATH 1015/1020/1021	403	392	352	1147	
n = passing MATH 1022 on first attempt	130	55	30	215	73.6
n = original passing MATH 1020/1021	172	71	49	292	
Overall passing on first attempt	409	315	225	949	65.95
Overall passing college algebra	575	463	401	1439	

Note that data was not available for AY 2018-2019

As a result, the benchmark is 65.95%.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met.

For AY 2021-2022, the report to obtain the data was downloaded August 14, 2022. The results were (see report below):

Students completing college algebra and taking MATH 1425 = 389

Students passing MATH 1425 on the first attempt = 251

Students completing college algebra and taking MATH 1022 = 138

Students passing MATH 1022 on the first attempt = 117

Total taking next course = 527

Total passing on the first attempt = 368

Total passing percentage = 69.8%

Given that 69.8% > than the historical benchmark = 65.95%, this benchmark is met.

Improvement Plan/ Changes Made:

Monitor into next year because for AY 2020-2021, the rate was $225/401 = 56.1\%$. The 69.8% from AY 2021-2022 represents a 13.7 percentage point (or a change of 24.4%) increase in success.

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

ARSC 21-22 Sequential Courses

Goal Number: 4

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.

ARSC 21-22 BIOL 1001 to BIOL1160

Objective Number: 4.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

The students completing a general biology course (BIOL 1001) will receive a grade of C or better in the human anatomy course (BIOL 1160).

Assessment/Evaluation/Measures/Strategies:

Data will be reported by an Institutional Research report with two pieces of information in it:

- The number of students from AY 2021-2022 that successfully completed BIOL 1001 and then enrolled in enrolling in BIOL 1160.
- The number of students completing BIOL 1160 the first time after BIOL 1001.

The historical benchmark will be updated each year and will be the overall percentage of students completing BIOL 1160 the first time after enrolling in it having completed BIOL 1001. The benchmark will be generated from data using AY 2014-2015 to the year prior to the one being assessed (in this case AY 2014-2015 through AY 2020-2021 - see Table 1).

Table 1. Number and Percentage of Students Successfully Completing BIOL 1001, Registering for and Completing BIOL 1160 the First Time.							
Academic Year being Assessed: 2021-2022.							
Description	14-15	15-16	16-17	17-18	19-20	20-21	Overall
n = passing BIOL 1160 on first attempt	103	78	93	113	272	107	766
n = original passing BIOL 1001	186	167	189	207	627	233	1609
Percentage	55.4	46.7	49.2	54.6	43.4	45.9	47.6

Note that data was not available for AY 2018-2019.

Successfully meeting this outcome means that the percentage for AY 2021-2022 will meet or exceed 47.6%.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met; most notably because of the various challenges faced that academic year: Two major hurricanes in fall 2020, a deep freeze in early spring 2022, and the lingering effects of COVID-19. A new dean was hired and will be informed of the situation. Otherwise, the decision was to monitor the situation into AY 2021-2022.

For AY 2021-2022, the Institutional Research Report was run on August 13, 2022 (see PDF file below). In all, 219 students took and successfully completed BIOL 1001 and then enrolled in BIOL 1160. A total of 99 (45.2%) student successfully completed BIOL 1160 on their first attempt.

Given that the observed pass rate of 45.2% < the historical benchmark of 47.6%, this objective is not met.

Attached Files

[Sequential Courses BIOL 1001 to BIOL 1160.pdf](#)

Improvement Plan/ Changes Made:

Email sent August 14, 2022; however, there were no responses from online BIOL 1001 faculty (see below).

Face-to-Face: Place greater emphasis on word meanings and make comparisons to incongruent or Improper word usages in different contexts. Also spend more time explaining concept details and add additional recordings of lectures (see below).

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

ARSC 21-22 Sequential Courses

Goal Number: 4

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.

Agriculture (AS)**AG 21-22 (AS) Program Competency using Peregrine Academic****Objective Number: 3.1****Start: 11/1/2021****End: 10/31/2022****Progress: Delayed****Objective With Intended Outcomes:**

Because the Associate of Science in Agriculture is largely the Associate of Science Louisiana Transfer (ASLT) degree largely focused on General Education (GE) skills, the following objective was adopted: Graduating Agriculture 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 = 53.88%
2. American Literature/World Literature = none
3. Art/Music Appreciation = none
4. Biology/Microbiology = none
5. Chemistry = none
6. College Algebra = 38.36%
7. English/English Composition = 56.84%
8. General Psychology = 45.22%
9. Logic/Critical Thinking = 49.41%
10. Scientific Process = 51.18%

All sites will be assessed as the exam is online and does not require proctoring. For AY 2021-2022, 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, 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. The national averages for two-year colleges have an $n \geq 30,000$ students.

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 2020-2021, the Agriculture program did not exist.

For AY 2021-2022, an institutional research report was downloaded on May 27, 2022 indicating that four unique students were enrolled in the program during fall 2021 and spring 2022. No students graduated.

Because no students graduated, this objective is delayed.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AG 22-23: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AG 21-22 Retention

Objective Number: 3.2

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

Maintain fall to fall retention of new first-time students declaring their chosen as major as the Associate of Science in Agriculture (AG).

Assessment/Evaluation/Measures/Strategies:

Data will be generated from LSU Eunice'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 will be averaged in order to generate a historical benchmark as time passes. The program was implemented in fall 2021; therefore, there is no benchmark as fall 2022 census date has not yet passed.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this program did not exist.

For AY 2021-2022, examining the data from AY 2020-2021, this program did not exist; therefore, there is no data to report.

Improvement Plan/ Changes Made:

n/a

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

AG 22-23: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AG 21-22 Placement

Objective Number: 3.3

Start: 11/1/2021

End: 10/31/2022
Progress: Delayed

Objective With Intended Outcomes:

Upon graduation, Associate of Science in Agriculture 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.

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.

Given that this program was implemented in fall 2021, there is no historical data that can be used to calculate the benchmark.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this program did not exist.

For AY 2021-2022, examining the placement data from AY 2020-2021, there is no data to report because the program did not exist.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AG 22-23: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

Associate of Arts Louisiana Transfer (AALT)

AALT 21-22 Professional Competency using Peregrine Academic

Objective Number: 5.1

Start: 11/1/2021

End: 10/31/2022

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 from two-year colleges are noted for each category for which they exist. Note that the national averages change from year to year.

1. Overall = 53.88%
2. American Literature/World Literature = none

3. Art/Music Appreciation = none
4. Biology/Microbiology = none
5. Cultural Anthropology/Sociology = 65.58%
6. English/English Composition = 56.84%
7. General Psychology = 45.22%
8. Interpersonal Communication = 49.62%
9. Logic/Critical Thinking = 49.41%
10. Mathematics/Applied Mathematics = 58.95%

All sites will be assessed as the exam is online and does not require proctoring. For AY 2021-2022, 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, 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 two-year college comparisons with an $n \geq 30,000$ students.

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 2020-2021, this objective was not met. The decision was to monitor the results given two hurricanes and CV-19 all affected the results for the AY.

For AY 2021-2022, a total of 45 students graduated from LSU Eunice with an AALT degree with only 7 (15.6%) of them taking the Peregrine General Education Assessment. All of the graduates were from the LSU Eunice face-to-face site and all 7 students took longer than 15 minutes to take the assessment (see Table 1).

Table 1. AY 2021-2022 AALT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	National
Total	58.4	58.4	53.88
American Literature/World Literature	57.1	57.1	--
Art/Music Appreciation	55.7	55.7	--
Biology/Microbiology	65.7	65.7	--
Cultural Anthropology/Sociology	70.0	70.0	65.58
English/English Composition	60.0	60.0	56.84
General Psychology	52.9	52.9	45.22
Interpersonal Communication	51.4	51.4	49.62
Logic/Critical Thinking	57.1	57.1	49.41
Mathematics/Applied Mathematics	55.7	55.7	58.95
Number of students assessed	7	7	

As Table 1 indicates, the 7 students taking the assessment scored higher than the national average in every topic except mathematics/applied mathematics falling 3.25 percentage points below the national average. Next, the longitudinal data since the exam was given is shown in Table 2.

Topic	Sp 19	19-20	20-21	21-22	Mean
1. Total	45.8	57.5	50.9	58.4	51.4
2. American Literature/World Literature	29.2	52.5	55.0	57.1	45.6
3. Art/Music Appreciation	37.5	53.8	58.3	55.7	49.9
4. Biology/Microbiology	56.7	58.8	41.7	65.7	52.4
5. Cultural Anthropology/Sociology	63.3	68.8	65.0	70.0	65.7
6. English/English Composition	43.3	65.0	61.7	60.0	56.7
7. General Psychology	43.3	51.3	45.0	52.9	46.5
8. Interpersonal Communication	37.5	52.5	45.0	51.4	45.0
9. Logic/Critical Thinking	40.0	43.8	46.7	57.1	43.5
10. Mathematics/Applied Mathematics	61.7	71.3	40.0	55.7	57.7
Number of students assessed	12	8	6	7	8.7
Number of students graduating	27	26	28	45	27

The data indicates that the students scored higher than the simple mean for the previous three years in every case except mathematics/applied mathematics fell two percentage points below the four year mean. The data also indicates that the scores for the mathematics portion of the assessment are fluctuating from a high of 71.3% to a low of 40.0%, then back up 15.7 percentage points to 55.7%.

Note that the LSU Laboratory High School dual enrollment off-campus instructional location was closed during AY 2021-2022 (see SACSCOC response dated February 4, 2022 below).

Keeping in mind that the scores for the seven students likely have a great bit of variability and likely do not represent the population parameters, the objective is met given that the overall observed score = 58.4% > the national average = 53.2%.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Improvement Plan/ Changes Made:

Continue to remind Unit Heads to ask students to take the assessment the semester they graduate. LSU Eunice does not mandate the assessment, but recommends.

Attached Files

[Peregrine Reminder Email 3-12-22.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AALT 21-22 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AALT 21-22 Retention

Objective Number: 5.2

Start: 11/1/2021

End: 10/31/2022

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 LSU Eunice 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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 296 new first-time students entering the AALT and 129 being retained for a retention benchmark of 43.6% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	15	8	53.3
Fa 14 - Fa 15	17	10	58.8
Fa 15 - Fa 16	26	12	46.2
Fa 16 - Fa 17	62	23	37.1
Fa 17 - Fa 18	47	22	46.8
Fa 18 - Fa 19	75	33	44.00
Fa 19 - Fa 20	54	21	38.89
Totals	296	129	43.6

As a result, the benchmark retention rate of 43.6% will be used given the historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Based on the improvement plan, the ability to determine if a student changed their major is a field in the report that used for the data. The new Dean of Arts and Sciences was hired on December 20, 2020.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 92 new first-time students were admitted into the Associate of Arts Louisiana Transfer Program based on the 14th day census with 45 students being retained to fall 2021. As a result, the raw retention is $45/92 \times 100 = 48.9\%$.

Institutional Research reported that 11 students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $45/81 * 100 = 55.6\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 48.9%-55.6% > the historical retention = 43.6%, this objective was met given the students that changed their major.

Attached Files

[2-24-22 Doziers hire date from WorkDay.pdf](#)

Improvement Plan/ Changes Made:

The Director of IE recommends monitoring for one year to allow the new Dean of Arts and Sciences to adjust to LSU Eunice.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AALT 21-22 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AALT 21-22 Placement

Objective Number: 5.3

Start: 11/1/2021

End: 10/31/2022

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.

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 77.66% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, a total of 26 students completed any of the AALT concentrations with 14 (100%) of them being employed in the field or continuing their education. Twelve students could not be contacted.

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
SU 20 - SP 21	26	0	3	0	11	12
Total	166	18	18	3	55	72
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						77.66

Given that the observed value of 100% (removing the 12 students who were not contacted) > 77.66%, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

Improvement is twofold: First, as noted above, the employment survey will be given to students at graduation so better information should be obtained about employment. Second, this should limit the number of students that the Office of Institutional Effectiveness is unable to contact.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AALT 21-22 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)
Budget Information: none (existing)
Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

Associate of General Studies

AGS 21-22 Professional Competency using Peregrine Academic

Objective Number: 7.1

Start: 11/1/2021

End: 10/31/2022

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 = 53.88%
2. Art/Music Appreciation = none
3. Biology/Microbiology = none
4. Cultural Anthropology/Sociology = 65.58%
5. English/English Composition = 56.84%
6. General Psychology = 45.22%
7. Interpersonal Communication = 49.62%
8. Logic/Critical Thinking = 49.41%
9. Mathematics/Applied Mathematics = 58.95%
10. US History = none

All graduating students are invited to take the GE assessment. For AY 2021-2022, 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, 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. The national averages for two-year colleges have an $n \geq 30,000$ students.

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 2020-2021, this objective was met.

For AY 2021-2022, a total of 57 students took the Peregrine General Education Assessment out of 95 graduating with the AGS. Five student took less than 15 minutes on the assessment; therefore, their scores were removed leaving 52 (54.7%) out of the 95 graduates. Table 1 presents the data for the topics indicating that the five online students scored higher than the national average for every topic while the 47 LSU Eunice face-to-face graduates scored lower on cultural anthropology/sociology by 4.48 percentage points and lower on the interpersonal

communications by 0.22 of a percentage point. Looking at the overall column in Table 1 indicates that the students scored higher on every topic except cultural anthropology/sociology.

Topic	Overall	LSUE FF	Online 16 or 8-Wk	National
Total	56.6	55.0	71.6	53.88
Art/Music Appreciation	50.0	48.5	64.0	--
Biology/Microbiology	52.5	52.6	52.0	--
Cultural Anthropology/Sociology	62.9	61.1	80.0	65.58
English/English Composition	59.4	57.7	76.0	56.84
General Psychology	51.3	48.9	74.0	45.22
Interpersonal Communications	51.0	49.4	66.0	49.62
Logic/Critical Thinking	51.9	50.0	70.0	49.41
Mathematics/Applied Mathematics	63.3	62.1	74.0	58.95
US History	66.9	64.7	88.0	--
Number of students assessed	52	47	5	

Next, Table 2 presents the longitudinal data for students earning the AGS since the assessment was implemented in spring 2019. It indicates that the scores are increasing with a few exceptions like English and Cultural Anthropology. In addition, the AY 2021-2022 data exceeds the simple means of the three previous years indicating that the scores over time are incrementally increasing.

Topic	Sp 19	19-20	20-21	21-22	Mean
Total	46.2	53.3	54.6	56.6	51.4
Art/Music Appreciation	35.0	47.4	49.1	50.0	43.8
Biology/Microbiology	42.7	52.9	51.1	52.5	48.9
Cultural Anthropology/Sociology	59.2	62.1	63.2	62.9	61.5
English/English Composition	44.6	52.3	63.3	59.4	53.4
General Psychology	39.6	47.3	48.4	51.3	45.1
Interpersonal Communications	37.7	48.2	50.2	51.0	45.4
Logic/Critical Thinking	42.7	48.9	47.2	51.9	46.3
Mathematics/Applied Mathematics	55.8	58.9	53.9	63.3	56.2
US History	58.9	61.7	65.3	66.9	62.0
Number of students assessed	26	66	57	52	50
Number of students graduating	27	79	83	95	63

Please note that the LSU Laboratory High School dual enrollment off-campus instructional location was closed during AY 2021-2022 (see attached response from SACSCOC from February 4, 2022 below).

Given that the overall score of 56.6% > the national average of 51.4%, this objective is met.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Improvement Plan/ Changes Made:

Attempt to keep reminding unit heads to have graduating students take the general education assessment in their last semester (see email below).

Attached Files

[Peregrine Reminder Email 3-12-22.pdf](#)

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

AGS 21-22 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Strategic Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AGS 21-22 Retention

Objective Number: 7.2

Start: 11/1/2021

End: 10/31/2022

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 LSU Eunice'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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 298 new first-time students entering AGS and 127 being retained for a retention rate of 42.6% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	31	14	45.2
Fa 14 - Fa 15	27	7	25.9
Fa 15 - Fa 16	43	13	30.2
Fa 16 - Fa 17	31	17	54.8
Fa 17 - Fa 18	39	22	56.4
Fa 18 - Fa 19	72	28	38.89
Fa 19 - Fa 20	55	26	47.27
Totals	298	127	42.6

As a result, the retention benchmark of 42.6% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 120 new first-time students were admitted into the Associate of General Studies based on the 14th day census with 51 students being retained to fall 2021. As a result, the raw retention is $51/120 \times 100 = 42.5\%$.

Institutional Research reported that 18 students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $51/102 \times 100 = 50.0\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 42.5%-50.0% > the historical retention = 42.6%, this objective was met given the students that changed their major.

Improvement Plan/ Changes Made:

The number of students changing their major during the first year was added to the report for this cycle and is now being considered as noted above. In addition, the new Dean of Arts and Sciences began work on December 20, 2020 (see file below).

Attached Files

[2-24-22 Doziers hire date from WorkDay.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AGS 21-22 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Strategic Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access.
2. Strengthen Student Success.
3. Expand Partnerships.
4. Culture of Continuous Improvement.

AGS 21-22 Placement

Objective Number: 7.3

Start: 11/1/2021

End: 10/31/2022

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.

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 73.89% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, a total of 93 students completed the Associate of General Studies Program during AY 2020-2021 with 39 (97.5%) of them being employed in the field or continuing their education. Fifty-three (53) of the completers could not be contacted.

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
SU 20 - SP 21	93	0	7	1	32	53
Total	681	82	89	23	211	275
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						73.89

Given that the observed value of 97.5% (removing the 53 students who could not be contacted) > the historical benchmark of 73.89%, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

Improvement is twofold: First, as noted above, the employment survey will be given to students at graduation so better information should be obtained about employment. Second, this should limit the number of students that the Office of Institutional Effectiveness is unable to contact.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

AGS 21-22 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Associate of Science Louisiana Transfer (ASLT)

ASLT 21-22 Professional Competency using Peregrine Academic

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 = 53.88%
2. American Literature/World Literature = none
3. Art/Music Appreciation = none
4. Biology/Microbiology = none
5. Chemistry = none
6. College Algebra = 38.36%
7. English/English Composition = 56.84%
8. General Psychology = 45.22%
9. Logic/Critical Thinking = 49.41%
10. Scientific Process = 51.18%

All sites will be assessed as the exam is online and does not require proctoring. For AY 2021-2022, 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, 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. The national averages for two-year colleges have an $n \geq 30,000$ students.

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 2020-2021, this objective was met.

For AY 2021-2022, eight (57.1%) students of the 14 graduating took the Peregrine General Education Assessment and all of them took longer than 15 minutes on the exam. Table 1 represents the data and notes that all students graduating with the ASLT were from the LSUE face-to-face site.

Topic	Overall	LSUE FF	National
Total	57.2	57.2	53.88
American Literature/World Literature	53.8	53.7	--
Art/Music Appreciation	58.8	58.8	--
Biology/Microbiology	63.8	63.8	--
Chemistry	67.5	67.5	--
College Algebra	52.5	52.5	38.36
English/English Composition	52.5	52.5	56.84
General Psychology	60.0	60	45.22
Logic/Critical Thinking	47.5	47.5	49.41
Scientific Process	58.8	58.8	51.18
Number of students assessed	8	8	

As Table 1 indicates, the eight students had a higher overall score than the national average; however, they fell slightly below the national average for English and logic. The logic score is somewhat curious given the scientific process score of 58.8% is higher than the national score of 51.18%.

Next, the longitudinal data in Table 2 indicates that most scores have increased and exceed the simple mean for the previous three years. The two problem spots with English and logic appear in the longitudinal data as well. The data for both topics indicate that the data is fluctuating over time.

Topic	Sp 19	19-20	20-21	21-22	Mean
Total	46.1	47.4	53.7	57.2	49.1
American Literature/World Literature	32.9	39.1	63.3	53.8	45.1
Art/Music Appreciation	41.4	43.6	61.7	58.8	48.9
Biology/Microbiology	54.3	53.6	61.7	63.8	56.5
Chemistry	45.7	47.3	48.3	67.5	47.1
College Algebra	34.3	39.1	33.3	52.5	35.6
English/English Composition	57.1	54.6	60.0	52.5	57.2
General Psychology	42.1	45.5	46.7	60.0	44.8
Logic/Critical Thinking	48.6	48.2	53.3	47.5	50.0
Scientific Process	54.3	55.5	55.0	58.8	54.9
Number of students assessed	4	11	6	8	7
Number of students graduating	14	20	11	14	15

Given the low n for each year, the variability inherent in such a small sample size must be considered given that the scores are not likely representative of the population parameters given the low n. As a result, caution is urged with the entire data set. That said, the data is consistent with national norms for the most part indicating some improvement since the assessment was given.

Note that the LSU Laboratory High School dual enrollment off-campus instructional location was closed during AY 2021-2022 (see SACSCOC response dated February 4, 2022 below).

Given that the observed overall score of 57.2% > the national mean of 53.88%, this objective is met.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Improvement Plan/ Changes Made:

Even though the objective was met and the response rate was quite good at 57.1%, the Director of IE will continue to remind unit heads that students are to take the assessment sometime during their last semester of attendance.

Attached Files

[Peregrine Reminder Email 3-12-22.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASLT 21-22 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ASLT 21-22 Retention

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 LSU Eunice'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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 194 new first-time students entering ASLT and 93 being retained for a retention rate of 47.94% (see Table 1).

Table 1. Associate of Science Louisiana Transfer Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	6	3	50.00
Fa 14 - Fa 15	10	5	50.00
Fa 15 - Fa 16	20	9	45.00
Fa 16 - Fa 17	38	16	42.11
Fa 17 - Fa 18	28	11	39.29
Fa 18 - Fa 19	62	30	48.39
Fa 19 - Fa 20	30	19	63.33
Totals	194	93	47.94

As a result, the retention benchmark is set at 47.94% given the historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 67 new first-time students were admitted into the Associate of Science Louisiana Transfer Program based on the 14th day census with 25 students being retained to fall 2021. As a result, the raw retention is $25/67*100 = 37.3\%$.

Institutional Research reported that 11 students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $25/56*100 = 44.6\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 37.3%-44.6% < the historical retention = 47.94%, this objective was not met.

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, the Director of IE thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
2. All or part of this language may appear in multiple retention objectives. While this language was written for the fall-to-fall retention of new first-time students, the goal presented in the ATD Action Plan is meant to increase overall success and retention multiple programs and for fall to spring as well.

The information in this improvement plan is a summary of actions taken as a result of strategic planning, working with SWIM Digital Media (a consultant working to increase enrollment), and Achieving the Dream (ATD).

The administration of LSU Eunice asked for two reports as fall 2021 came to a conclusion in preparation for the Achieving the Dream Action Plan due in February 2022. The first report dealt with the overall success and withdrawal rates for all courses taken by all students during AY 2020-2021 (see file 1, Table 1, page 10). Table 1 noted that the overall success rate for all courses taken by all students was 72.0%. The success rate for AY 2020-2021 was then compared to longitudinal data from AY 2010-2011 through AY 2019-2020. LSU Eunice administrators were extremely concerned to find that the overall success rate in AY 2020-2021 was 2.2 percentage points below the overall longitudinal rate of 74.2% (see file 1, Table 2, page 12). The report indicated that there were issues related to success from certain student groups, namely Black (non-Hispanic), Pell Grant recipients, Pathways to Success (students needing developmental courses in all subjects, and new first-time students in general (see file 1, Table 3, page 13). Administrators were further concerned that the withdrawal rate for all students groups increased in AY 2020-2021 and was 1.7% above the mean for the period studied (see file 1, Table 5, page 15).

After the success and withdrawal paper was discussed, a second related report was completed in December on longitudinal fall to fall retention rates for new first-time students. This report indicated that the fall 2020 to fall 2021 retention of new first-time students was 45.8% (see file 2, Table 1, page 14); the lowest of the eleven year study and 3.8 percentage points below the mean for the ten years. Table 2 in file 2 on page 15

detailed the decrease in retention trending from 50% in fall 2010 to fall 2011 to nearly 48.5% in fall 2020 to fall 2021 (see dotted line). The report analyzed a number of demographic characteristics with the most striking being that students earning a grade point average (GPA) ≤ 1.00 had an overall retention of 9.3% during the ten years studied (see file 2, Table 12, page 26). In addition, students earning zero credits (i.e. a GPA = 0.00) during their first semester was also examined. The data indicated a 67.9% increase from 10.9% of the new first-time students in fall 2010 to 18.3% in fall 2020 (see file 2, Table 17, page 31). The end result was that students earning a 0.00 in their first semester only had a 4.5% probability of being retained to the next fall (see file 2, Table 18, page 32).

Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

In addition, the ATD Action Plan (see file 5) was completed in February 2022 to address many of the issues noted above. The first 18 pages deal with what was learned in the first year as an ATD institution. Section 4 starting on page 18 required LSU Eunice to create a vision of student success for the first time. The remaining pages beginning in section 5 on page 19 required LSU Eunice personnel to create a specific action plan to increase student success in a lens of equity. Goal number one focuses on student success and retention:

1. LSU Eunice seeks to increase success and retention of new first-time students. (Note that new first-time students are named for ATD data purposes. The aim, very simply, is to increase the success and retention of all students. (see file 5 p. 19 & pp. 23-31)
 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, and support for online students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Please note that the ATD Action Plan has an additional goal to increase access to and better prepare students for high demand high wage jobs in the digital economy (see pp. 20-21 & pp. 32-37). This goal focuses on enrollment growth along with increasing literacy in fields related to the digital economy.

Finally, the new Dean of Arts and Sciences began work on December 20, 2020 (see file 6).

Attached Files

[File 6 2-24-22 Doziers hire date from WorkDay.pdf](#)

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASLT 21-22 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ASLT 21-22 Placement

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 74.24% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. **Director of IE Note:** There will need to be a follow up with the Dean on this next year to determine a possible course of action. IE 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 the student six months after graduation was discussed.

After contacting another institution in the state, the Office of Institutional Effectiveness drafted a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, there were eight students completing the Associate of Science Louisiana Transfer (ASLT) during AY 2020-2021. Unfortunately, none of them could be contacted. On March 29, 2022, the interim dean at the time noted that he had not talked to any of them since they graduated.

Given that none of the students could be contacted, the results are inconclusive.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

Use the newly approved surveys starting next cycle. This will hopefully allow the Office of Institutional Effectiveness to obtain better data on placement while minimizing those students who could not be contacted.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASLT 21-22 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Care and Development of Young Children (AS)

CDYC 21-22 (AS) Professional Competency

Objective Number: 6.1

Start: 11/1/2021

End: 10/31/2022

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) (see page 2 of the attached NAEYC PDF file below).
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) (see page 4 of the attached NAEYC PDF file below).

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 2900 SYLLABUS sp22.pdf](#)

[EDCI 2020 fa 21 syllabus.pdf](#)

[EDCI 2027 Sp 22 Syllabus.pdf](#)

[The 10 NAEYC Program Standards _ NAEYC.pdf](#)

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 **50% web based** 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 2020-2021, this objective was met.

For AY 2021-2022,

EDCI 2900

For the AY 20201-2022, there were four students registered in EDCI 2900 on the census day for Spring 2022. A total of three students were evaluated. One student did not complete the course and was not evaluated. For EDCI 2900 SLO 1, three students submitted student practicum evaluations and reported data on a total of six individual student learning goals. One cannot judge score was assessed citing inability to determine individual student results as a reason. For EDCI 2900 SLO 2, three students submitted supervisor practicum evaluations and reported data in all five outcomes: Knowledge of Child Development/Early Childhood Practices, Professionalism, Relationships, Guidance, and Professional Development. Five scores of cannot judge were submitted by the supervisors (see sample EDCI 2900 supervisor and student surveys below).

The results were:

For objective 1, the observed mean of 4.2 > the revised benchmark of 3.00

For objective 2, the observed mean of 4.68 > the revised benchmark of 3.00

The overall observed mean of 4.44 > the revised benchmark of 3.00. As a result, this section of the objective is met.

EDCI 2020

For AY 2021-2022, there were five students registered in EDCI 2020 on the census day for Fall 2021. All five students were evaluated. 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 five zero scores were 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. Five students were evaluated. Three students failed to complete all video summaries and seven zeroes were removed from the data set. It is expected that students will return to live observations in the fall 2022 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 % 84.95 > the established benchmark of 70%.

For objective 2, the observed mean of % 86.76 > the established benchmark of 70%.

The overall observed mean of 85.86% > the established benchmark of 70%. As a result, this section of the objective is met.

EDCI 2027

For AY 2021-2022, the instructor filed a student learning outcome report (see below). The results were as follows:

Overall = not reported

Outcome 1: 97% with an n = 4.

Outcome 2: Not assessed and no reason was given

Outcome 3: 90.35%, but no n was reported

Outcome 4: faculty member stated that this was not assessed due to COVID-19 and turned in no summary data (even though most of the state was under normal operations and the faculty member turned in two student projects dealing with this outcome-see EDCI 2027 student projects below)

The results are inconclusive based on the fact that the data is incomplete.

Director of IE's note: The faculty member teaching the EDCI 2027 course filed an incomplete student learning report in May 2022. Both the coordinator and the dean emailed and spoke to the faculty member about the missing data in June, July, and the first part of August. Program outcomes were due on August 15, 2022. Given that there was no cooperation from the faculty member, I moved forward and wrote the EDCI 2027 portion with missing data in order for the coordinator to complete this objective understanding that an n = 30 is really needed to normalize the sample data.

Summary

Given that the observed values from

- EDCI 2020 = 4.44 > the established benchmark of 3.00
- EDCI 2900 = 85.86% > the established benchmark of 70%
- EDCI 2027 are incomplete

this outcome is tentatively met.

Attached Files

[EDCI 2900 sample supervisor 1.pdf](#)

[EDCI 2900 sample supervisor 2.pdf](#)

[EDCI 2900 sample student 1.pdf](#)

[EDCI 2900 sample student 2.pdf](#)

[EDCI 2027 sample student project 1.pdf](#)

[EDCI 2027 sample student project 2.pdf](#)

[EDCI 2027 Spring 2022 SLO Report.pdf](#)

Improvement Plan/ Changes Made:

EDCI 2020

The improvement plan for Fall 2022 includes embedding resources to assist students in bridging course material with classroom practice and resources to assist students in successfully observing and recording live observation.

EDCI 2027

The improvement plan for Spring 2022 includes completing all tests prior to the assessment project and adding a speaker on dyslexia.

EDCI 2900

The improvement plan for Spring 2023 includes embedding more information on self-assessment/reflection of personal/professional growth in order to assist students with professional development goals related to curriculum design and instruction. Additionally, further emphasis on working with families will be embedded since this appears to be limited in scope in the practicum experience.

Attached Files

[EDCI 2900 SLO-Reporting-Form sp22.pdf](#)

[EDCI 2020 SLO-reporting-form.pdf](#)

[EDCI 2027 Spring 2022 SLO Report.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CDYC 21-22 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 (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CDYC 21-22 (AS) Placement

Objective Number: 6.2

Start: 11/1/2021

End: 10/31/2022

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.

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 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was inconclusive. None of the students could be contacted.

In response to the situation, the Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, four students completed the Care and Development of Young Children Program during AY 2020-2021. The faculty member informed the Office of Institutional Effectiveness that all four (100%) students were employed in the field as indicated in Table 1.

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
SU 20 - SP 21	4	0	4	0	0	0
Total	46	3	18	5	3	17
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

Given that the observed value of 100% > the historical benchmark of 72.41%, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021_Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

The Director of IE and the faculty member believe that the data should be monitored over the next year or so given the change in the procedure and collecting surveys at the time of graduation. This should improve the results and strengthen the reliability of the results.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CDYC 21-22 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 (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CDYC 21-22 (AS) Retention

Objective Number: 6.3

Start: 11/1/2021

End: 10/31/2022

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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 61 new first-time students entering the CDYC and 27 being retained for a retention value of 44.3% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	8	3	37.5
Fa 14 - Fa 15	12	5	41.7
Fa 15 - Fa 16	9	6	66.7
Fa 16 - Fa 17	9	4	44.4
Fa 17 - Fa 18	5	1	20.0
Fa 18 - Fa 19	7	4	57.14
Fa 19 - Fa 20	11	4	36.36
Totals	61	27	44.3

As a result, the 44.3% benchmark will be used from historical data for the program.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Once permanent dean is selected, discussion about viability of terminating or replacing their program due to low completion rates needs to be discussed.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 24 new first-time students were admitted into the Care and Development of Young Children Program based on the 14th day census with seven (7) students being retained to fall 2021. As a result, the raw retention is $7/24 * 100 = 29.2\%$.

Institutional Research reported that four (4) students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $7/20 \times 100 = 35.0\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 29.2%-35.0% < the historical retention = 44.3%, this objective was not met.

Improvement Plan/ Changes Made:

One of the items mentioned in last year's improvement plan was students changing their major because they inadvertently chose the wrong major. Institutional Research updated the report to show this information for this year. As noted above, four students did indeed change their major; however the retention rate was still low. It should be noted, however, that 70% of the retention objectives completed so far are not meeting their targets.

The administration became aware of the declining retention and asked for two reports to determine the extent of the issue (see items 1 and 2 along with file 1 and file two below). One response took place toward the end of fall 2021 and was announced for spring 2022 and that was a revision of the organizational structure with changes in lines of reporting (see items 3 and 4 below along with file 3 and file 4 below). At the same time LSU Eunice personnel were writing the Achieving the Dream (ATD) Action Plan that, in part, specifically address student support (see item 5 along with file 5 below).

1. Longitudinal Investigation into Success and Withdrawal Rates published 11/24/21.
 - a. See Table 1 on pages 10-11 for AY 2020-2021 overall success rates.
 - b. See Table 2 on page 12 for a longitudinal comparison to Table 1 broken out by student classification.
 - c. See Table 3 on page 13 for success rates broken out by selected demographics.
2. Longitudinal Investigation into Retention Rates for New First-Time Students published on 12/17/21.
 - a. See Table 1 on page 14 for overall retention broken out by enrollment status
 - b. See Table 2 on page 15 showing declining retention trendline (dotted).
 - c. See Tables 3-9 on pages 16-22 showing retention based on various student demographics.
 - d. See Table 17 on page 31 indicating a 67.9% increase in students earning a GPA of 0.00 (no credit) in their first semester of attendance increasing from 10.9% in fall 2010 to 18.3% in fall 2020.
3. Organizational Chart dated 7/6/22
4. Organizational Chart proposed for the Chancellor's Cabinet review moving all Student Affairs functions under Academic Affairs.
5. Achieving the Dream Action Plan dated 2/16/22 Priority Goal 1 seeks to re-create the student support center into an integrated learning center using input from faculty, staff, and students. (see Priority Goal 1 on page 19 and Priority Goals Action Plan on pages 23-31). The project is to begin March 2022 and be piloted during fall 2022.

Finally, please note that the new Dean of Arts and Sciences began work on 12/20/21 (see file 6 below).

Attached Files

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

[File 6 2-24-22 Doziers hire date from WorkDay.pdf](#)

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

CDYC 21-22 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 (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Chemical Technician (CTS)**CCHT 21-22 (CTS) Professional Competency**

Objective Number: 8.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was again delayed. Only one student completed the program; therefore, statistical data was not collected.

For AY 2021-2022, this objective was delayed as one student completed the program in fall 2020; however, data was not collected given an n = 1.

Given the n = 1, the results are inconclusive and this objective is delayed.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CCHT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CCHT 21-22 (CTS) Placement

Objective Number: 8.2

Start: 11/1/2021

End: 10/31/2022

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 only one student completed the program from AY 2012-2013 through spring 2020. That student could not be contacted.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was delayed. There were no students completing the program in AY 2019-2020; therefore, no data to report.

For AY 2021-2022, This objective is delayed because the results were inconclusive as the one student completing in AY 2020-2021 could not be contacted.

Improvement Plan/ Changes Made:

The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CCHT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Health Sciences, Business Technology, and Public Protection and Safety

Accounting Technology, Account Clerk (CTS)

ATC 21-22 (CTS) Professional Competency

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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

1. Prepare financial statements.
2. Prepare accounting reports for use by management.
3. 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: Introduction to Financial Accounting - Upon completion of this course, students will

1. Prepare financial statements in accordance with generally accepted accounting principles.
2. Prepare journal entries to record business transactions.

ACCT 2101: Introduction to Managerial Accounting - Upon completion of this course, students will

1. Prepare a production cost report.
2. Calculate the breakeven point.

ACCT 2105: Quick Books Accounting with Payroll - Upon the completion of this course, students will be proficient in using

1. and applying QuickBooks software for Service Companies.
2. and applying QuickBooks software for Merchandising Companies.

Program outcomes updated on April 22, 2018.

Attached Files

[ACCT 2001 Fall 2021 syllabus.pdf](#)

[ACCT 2101 Fall 2021 Syllabus.pdf](#)

[ACCT 2105 Spring 2022 Syllabus.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).**

For AY 2021-2022, 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, 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. ACCT 2105 Quick Books Accounting with Payroll - assignments and exams.

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

Director of IE's Note: the LSU Laboratory High School Dual Enrollment Off-Campus Instructional Location was closed February 4, 2022 (see attached PDF response from SACSCOC).

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there was one **face-to-face** section offered at the LSUE face-to-face site only and three **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 87 students enrolled on the census dates for the fall 2021 and spring 2022 semesters with 72 (83%) of them being directly assessed for student learning. The results on the student learning outcomes were:

- **Overall both face-to-face and online** = 92% (compared to 87% for AY 2020-2021)
- 1-Financial statements = 93% (compared to 83% for AY 2020-2021)
- 2-Journalize transactions = 91% (compared to 93% for AY 2020-2021)
- n = 72 (compared to 75 students for AY 2020-2021)

- **Overall LSUE face-to-face only** = 92%
- 1-Financial statements = 88%
- 2-Journalize transactions = 94%
- n = 16

- **Overall Online full-term students only** = 92%
- 1-Financial statements = 95%
- 2-Journalize transactions = 90%
- n = 56

The data indicates that the face-to-face students performed similarly to the online students with both exceeding the benchmark of 70%. Combining both using weighted means yielded that students scored an 92% overall, and 93% on financial statements, and a 91% on journalizing transactions. Comparing AY 2021-2022 data with the scores from AY 2020-2021 found that students in the current year out performed the students from last AY by several percentage points.

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** = 80% (compared to 75% for AY 2020-2021)
- 1-Production cost report = 79% (compared to 66% for AY 2020-2021)
- 2-Breakeven point = 81% (compared to 93% for AY 2020-2021)
- n = 64 (compared to 49 students for AY 2020-2021)

- **Overall face-to-face only** = 80%
- 1-Production cost report = 79%
- 2-Breakeven point = 81%

- n = 20
- **Overall full-term online only** = 80%
- 1-Production cost report = 79%
- 2-Breakeven point = 81%
- n = 44

Online and face-to-face students scored the same during AY 2021-2022. This makes sense given that the same instructor taught all four sections. Overall comparison show an 80% in the current year to a 75% last year. The overall results also indicate that the individual SLOs have fluctuated somewhat when compared to the results from AY 2020-2021.

For **ACCT 2105** (Quick Books Accounting with Payroll), there was one **online section** offered in spring 2022 with a total of four students enrolled on the census day. The results were as follows:

- **Overall full-term online only** = 92% (compared to 100% for AY 2020-2021)
- Software for service companies = 93% (compared to 100% for AY 2020-2021)
- Software for merchandising companies = 90% (compared to 100% for AY 2020-2021)
- n = 3 (compared to three students for AY 2020-2021)

Caution is urged since the ACCT 2105 results are based on three students and the means shown are not likely to be representative of the population parameters.

Given that the observed value for

- ACCT 2001 = 92%
- ACCT 2101 = 80%
- ACCT 2105 = 92%

≥ the 70% benchmark, this objective is met.

Improvement Plan/ Changes Made:

Even though the outcomes in every case were met, faculty believe they can improve by (see SLO reports below):

ACCT 2001: Increase the faculty member's time to help students with homework and use a review of materials.

ACCT 2101: Use a comprehensive review.

ACCT 2501: Continue to assign representative problems

Attached Files

[ACCT 2101-01 \(face-to-face\) SLO Fall 2021.pdf](#)

[ACCT 2101-25 \(online\) SLO Fall 2021.pdf](#)

[ACCT 2105-25-\(online\) SLO Spring 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ATC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ATC 21-22 (CTS) Placement

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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.

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 59.09% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was inconclusive for the data from AY 2019-2020. Only one student completed and could not be contacted. The improvement plan indicated that the results would be monitored to determine if the number of students completing the program increases over time.

For AY 2021-2022, one student completed the Accounting Technology (CTS) during AY 2020-2021. The results are detailed in Table 1. The one student was continuing their education as indicated in Table 1.

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
SU 20 - SP 21	1	0	0	0	1	0
Total	27	1	5	3	8	5
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

Given that there was one students seeking further education (100% > 59.09%), the results are inconclusive (based on an n = 1).

Improvement Plan/ Changes Made:

Continue to monitor for additional graduates.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ATC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Administrative Technology Specialist (CTS)

ATS 21-22 (CTS) Professional Competency

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 outcomes 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

[BAS 2300 syllabus SP21.pdf](#)

[ISDS 2100.25 Syllabus SP21.pdf](#)

Assessment/Evaluation/Measures/Strategies:

Student learning outcomes (SLOs) for the program will be assessed in ISDS 2100 using a posttest (**updated**) (rationale for eliminating the pretest is attached as a PDF below).

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.

Attached Files

[8-13-21 Removing Pretest.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was delayed. No data was collected because no student were in or completed the program.

For AY 2021-2022, monitor for enrollment or completers.

Director of IE's note: On May 27, 2022, a search was conducted in the student information system using the COGNOS Reports for Academic Standing and Recent Graduates for either graduates or students enrolled the Certificate for Administrative Technology Specialist (major code "CATS"). During AY 2021-2022, no students were enrolled and no students graduated from LSU Eunice with this certificate.

As a result, there is no data to report.

Improvement Plan/ Changes Made:

Monitor for enrollment

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ATS 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ATS 21-22 (CTS) Placement

Objective Number: 3.2

Start: 11/1/2021
End: 10/31/2022
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.

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 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was delayed; results inconclusive due to no completers.

Director of IE's note: On May 27, 2022, a search was conducted in the student information system using the COGNOS Reports for Academic Standing and Recent Graduates for either graduates or students enrolled the Certificate for Administrative Technology Specialist (major code "CATS"). During AY 2020-2021 and 2021-2022, no students were enrolled and no students graduated from LSU Eunice with this certificate.

As a result, there is no data to report.

Improvement Plan/ Changes Made:

Monitor for completers.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ATS 21-22 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: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Computer Information Technology (AAS)

CIT 21-22 (AAS) Program Professional Competency

Objective Number: 6.1

Start: 11/1/2021

End: 10/31/2022

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

[CSC2253 Course Syllabus FA21.pdf](#)

[CSC2264 Course Syllabus FA21.pdf](#)

[CSC2340 Course Syllabus FA21.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.

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.

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 to include midterm or final exam**).

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.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was partially met. SLO assessments were > than the established benchmark of 70% except for CSC 2253. The improvement plan for CSC 2253 was contained in the improvement plan section from AY 2020-2021.

For AY 2021-2022,

For **CSC 2253 (Systems Analysis and Design)**, there was **one face-to-face section offered at the LSUE** site only during fall 2021 with a total of 12 students registered on census day. There were no online sections, sections offered at other sites, or during spring 2022. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the SLO results were (see attached file below):

- Overall (LSUE face-to-face) = 79.13%
- Define the role = 78.61%
- Stages of system development = 85.30%
- SA&D Techniques and methods = 73.48%.
- n = 12 (100%) out of the 12 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was one **face-to-face section offered at LSUE only** during fall 2021 with a total of 10 students enrolled on census day. No sections were offered online, at any of the off-site locations, or during spring 2022. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the results were (see attached file below):

- Overall (LSUE face-to-face) = 70%
- Define problem solving processes in C++ programs = 70%
- Describing concepts of C++ = 70%
- Testing code and small programs = 70%
- n = 10 (100.0%) out of the 10 students registered.

For **CSC 2340 (Network Infrastructure)**, there was one **full-term (16-week) online course** offered during fall 2021. The course was not offered face-to-face or at any other site in fall 2021 or during spring 2022. There were 13 students enrolled on census day for fall 2021 (see attached file below).

- Overall (online) = 91%
- Network infrastructure, topologies = 98%
- Network security = 96%
- Configure and maintain network infrastructures = 95%
- n = 13 (100%) out of the 13 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

- 79% in CSC 2253
- 70% in CSC 2264
- 91% in CSC 2340

> the established benchmark of 70%, this objective is met.

Attached Files

[CSC 2264 SLO Report FA21.pdf](#)

[CSC 2253 SLO Report FA21.pdf](#)
[CSC 2340 SLO Report FA21.pdf](#)

Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believed they can improve by:

For **CSC 2253 (Systems Analysis and Design)**, continued use of team projects, magazine subscriptions, as well as reporting documentation.

For **CSC 2264 (Introduction to C/C++ Programming)**, continual use of hands-on experiments, multi-media, exercises both in class and outside.

For **CSC 2340 (Network Infrastructure)**, the instructor noted that remediation testing using short quizzes and providing short online and video interactive lessons would provide assessment means for students needing additional instruction.

See SLO Reports in the progress report section.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CIT 21-22 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number:6

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CIT 21-22 (AAS) Placement

Objective Number: 6.2

Start: 11/1/2021

End: 10/31/2022

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.

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 53.33% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. 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.

For AY 2021-2022, there were a total of eight students graduating from the Computer Information Technology Program during AY 2020-2021 with seven (87.5%) either being employed in the field or continuing their education (see Table 1).

Semester	Total Number of Graduates	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
SU 20 - SP 21	8	1	4	0	3	0
Total	82	18	17	10	15	22
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						53.33

Given that the observed value = 87.5% > the historical benchmark of 53.55%, this objective is met.

Improvement Plan/ Changes Made:

The CIT program underwent accreditation from Association of Technology Management and Applied Engineering. Accreditation has been approved for four years with a report due in two. Ms. Seeder is going to Louisville, KY for the annual conference for the official report. Based on ATMAE's finding, there are several areas that need improvement, these will be addressed both for ATMAE and the program review.

Program Review to be completed Summer 2022. Task Force is in place, one meeting to date has been held, with the data and information given from ATMAE an improvement plan can be created.

Attached is a table of program improvements submitted to ATMAE. The CIT faculty member expects that Task Force to suggest others as well.

Attached Files

[CIT Program Improvement.pdf](#)

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

CIT 21-22 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CIT 21-22 (AAS) Retention

Objective Number: 6.3

Start: 11/1/2021

End: 10/31/2022

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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2019 to fall 2020 with 86 new first-time students entering the Associate of Applied Science in Computer Information Technology and 42 being retained for a retention value of 48.84% (see Table 1).

Table 1. Computer Information Technology Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	Raw Retention (%)
Fa 13 - Fa 14	8	4	50.00
Fa 14 - Fa 15	16	8	50.00
Fa 15 - Fa 16	11	9	81.82
Fa 16 - Fa 17	13	6	46.15
Fa 17 - Fa 18	9	3	33.33
Fa 18 - Fa 19	17	4	23.53
Fa 19 - Fa 20	12	8	66.67
Totals	86	42	48.84

Given the results in Table 1, the historical benchmark is 48.84%.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 13 new first-time students were admitted into the CIT program for fall 2020 according to the 14th day census data. Five (5 or 38.5%) students were retained to the fall 2021 census data.

Given that the observed retention of 38.5% < the 48.84% historical retention, this objective is not met.

Improvement Plan/ Changes Made:

Attached is program improvements that have been made. The Program Review Task Force will be meeting during the summer to assess and make suggestions on further improvements (see the CIT Program Improvement below).

Continued use of email and reaching out to students of poor performance will be made; this has worked with some, but not all.

Surveys were given to both graduating (see two examples of the Graduate Survey below) and continuing students (see two examples of the Returning CIT Student Survey below) at the end of the Spring 2022 semester. These will also be assessed by the faculty member and the Program Review Task Force to use as suggestions for further improvement to retain student population.

Attached Files

[CIT Program Improvement.pdf](#)

[Returning CIT Student Survey Sp 22-2.pdf](#)

[Returning CIT Student Survey Sp 22-1.pdf](#)

[CIT Spring 2022 Graduate Survey 2.pdf](#)

[CIT Spring 2022 Graduate Survey 1.pdf](#)

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

CIT 21-22 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Diagnostic Medical Sonography (AAS)**DMS 21-22 (AAS) Professional Competency**

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Director of IE's note: Because of the time with students completing the program, assessment runs a year behind. As a result, For the AY 2021-2022 assessments, the Program Director assesses the students in the program from fall 2020 completing it in summer 2021.

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 extra fetal-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.

SLO 1 is assessed in Clinical Practicum I (DMS 1091) using the final exam (Fall 2020) (see file below)

SLO 2 & 4 are assessed upon conclusion of Clinical Practicum III (DMS 2093 - Summer 2021) using the Abdomen Complete competency for SLO 2 and 1st, 2nd, 3rd Trimester Obstetrics and Gynecological competencies for SLO 4 (see files below).

SLO 3 is assessed in Clinical Practicum II (DMS 2092) using the final exam (Fall 2020) (see file below).

SLO 5 will be assessed using student evaluations from DMS 1091, DMS 2092, and DMS 2093 at the conclusion of the program from each Clinical Practicum course.

Attached Files

[Clinical Practicum I \(DMS 1091\) - Fall 2020.pdf](#)

[Clinical Practicum II \(DMS 2092\) - Spring 2021.pdf](#)

[Clinical Practicum III \(DMS 2093\) - Summer 2021.pdf](#)

[Clinical Evaluation Competency Rubric.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 LSU Eunice 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 competency rubric mimics the competencies specified by the JRC DMS.

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 85% for clinical assessment. DMS uses a 7-point scale similar to all other allied health programs for classroom assessment, but uses a more stringent 85% in clinicals actually working with patients. The benchmark of 85% is an increase from the previous benchmark of 80% to ensure students are meeting high standards of competency and patient care.

This data will be for the class completing in summer 2021. Data runs one year behind so that IE deadlines can be met.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, (graduating class of summer 2021), a total of eight students were selected into the Associate of Applied Science Diagnostic Medical Sonography program. All eight students successfully completed the program in August of 2021. All eight students were assessed using the methods described above.

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). Eight (100%) out of 8 students scored the minimum 77% with a mean = 83.89%.
2. Perform sonographic exams under guidance from clinical preceptor in the clinical setting on the abdominal viscera with basic skills learned in scan lab. Eight (100%) of the 8 students achieved the 85% benchmark for the clinical evaluation with a mean = 96.16%. (See FILE 2 below and Clinical Evaluation Competency Rubric in Objectives)
3. Know and understand the basic principles in sonographic imaging of the fetus and extra fetal-intrauterine normal and abnormal anatomy. All students were assessed in the classroom using the final exam for Clinical Practicum II (DMS 2092). Eight (100%) of the 8 students scored the minimum 77% with a mean = 91.00.
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 obstetrical patients. Students were also assessed in the clinical setting on their performance of gynecological ultrasounds. Eight (100%) out of the 8 students met the 85% benchmark for the clinical evaluation with a mean = 95.63%. (See FILE 4 below and Clinical Evaluation Competency Rubric in Objectives)

5. Demonstrate appropriate behaviors related to patient care. All students were assessed in the clinical setting. Eight (100%) out of 8 students met the 85% benchmark for the clinical evaluation with a mean = 99.41% (See FILE 5 below)

Given that the observed score on each program objective > the benchmark of 77% or 85%, this objective and program competency is met.

Attached Files

[FILE 5 - Clinical Evaluation of Student August 2020 - August 2021.pdf](#)

[FILE 2 - Abdomen Complete Competencies Completed 2020-2021.pdf](#)

[FILE 4 - OBGyn Competencies Completed 2020-2021.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, to ensure alignment with program standards, evaluation methods for SLO 2 will include data from superficial structures and SLO 3 will include data from Clinical Practicum III (DMS 2093) for the reasons defined below. Data will continue to be collected and reported on the abdomen and obstetrical portions of the program. To ensure evaluation of SLOs incorporates all defined competencies as written, evaluation of SLOs for AY 2022-2023 will be conducted as follows:

SLO 1 will now include the statement of "superficial structures" since this is a component of the abdomen concentration as defined by the Joint Review Commission for Diagnostic Medical Sonography (JRCDMS) as well as the American Registry of Diagnostic Medical Sonographers (ARDMS). Evaluation of SLO 1 will continue to be assessed using the final exam from Clinical Practicum I (DMS 1091).

SLO 2 will also include the statement of "superficial structures" for the reason stated above. SLO 2 will continue to be assessed upon the conclusion of Clinical Practicum III (DMS 2093) through the performance of Abdomen Complete competency in the clinical setting but will also include student competency performance on superficial structures (thyroid and scrotum).

SLO 3 will be assessed using the final exam from Clinical Practicum II (DMS 2092) as well as the final exam for Clinical Practicum III (DMS 2093). Obstetrical (fetal) didactics are not completed until the terminal semester of the DMS program. Incorporating Clinical Practicum III in the assessment of SLO 3 will ensure evaluation encompasses normal and abnormal gynecological and obstetrical (fetal) sonography.

SLO 4 will continue to be assessed at 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 continue to 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.

Data for SLO 1 and SLO 3 will be assessed and better documented in AY 2022-2023 using information populated from ExamSoft assessment program. The DMS program implemented usage of ExamSoft in Spring 2022 to discover areas of improvement and identify weaknesses in

curriculum. With this software, the DMS program will be better able to evaluate student performance in specific categories that are relative to SLO 1 and SLO 3.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DMS 21-22 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DMS 21-22 (AAS) Completion Rate

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2021. Data runs one year behind so that IE deadlines can be met.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of eight (8) students were selected into the AAS DMS program. All eight (8) students (100%) successfully completed all DMS courses for the program with a 77% or higher at the conclusion of the 2021 summer semester.

Student performance on the American Registry of Diagnostic Medical Sonographers (ARDMS) exams is listed below. While this is a better overall assessment of student learning, students are not mandated (federal or otherwise) to take these exams to be practicing sonographer.

Student pass rates supplied by the ARDMS (see file below) are as follows:

- 2 attempted abdominal (AB) registry. Both students passed on first attempt = 100%.
- 8 attempted OB/Gyn (OB) registry. All eight (8) passed on first attempt = 100%
- 8 attempted on Sonographic Principles and Instrumentation (SPI) registry. All eight 8 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.

Attached Files

[ARDMS School Report.pdf](#)

Improvement Plan/ Changes Made:

OB/Gyn registry pass rate improved from 80% in prior AY to 100% pass rate on first attempt for current AY. Faculty will continue to monitor all aspects of student performance on the ARDMS registries (SPI, AB, OB) for weakness and areas of potential improvement. Faculty will also assess opportunities to encourage more students to attempt both registries for which they are eligible (Abdomen and OB/Gyn) upon graduation.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DMS 21-22 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

3. Expand Partnerships
4. Culture of Continuous Improvement.

DMS 21-22 (AAS) Employment

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 2021. Data runs one year behind so that IE deadlines can be met.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, 7/8 (87.5%) of DMS program graduates from summer 2021 responded to the mandated JRCDMS graduate survey which requests employment status. Of the seven (7) respondents, all (7/7) indicated they were employed within one year. Based on the responses received, the employment rate is calculated as 100%.

Given that the observed value of 100% > the benchmark established by the JRCDMS of 75%, this objective is met.

Attached Files

[Anonymous Graduate Survey 1.pdf](#)

[Anonymous Graduate Survey 2.pdf](#)

Improvement Plan/ Changes Made:

The Diagnostic Medical Sonography Program Director and faculty will continue to monitor the needs of the surrounding communities to ensure continued employability of our program graduates.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DMS 21-22 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Health Sciences (AS)

HS 21-22 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

Upon successful completion of the Health Sciences Program, students will demonstrate the knowledge base and application to work effectively as a Health Science professional. Upon the completion of the Health Sciences AS Program, students will

1. demonstrate healthcare management skills.
2. understand the operational environments for the different health care facilities.
3. understand the legal aspects of Health Information Portability Accountability Act.
4. display professional and ethical behavior.

These program outcomes will be assessed by the student learning outcomes (SLOs) in the courses below (see attached syllabi below):

HCM 2601: Fundamentals of Healthcare Management

As a result of successful completion of this course the student will:

1. Identify and describe the roles and duties pertinent to being a healthcare manager.
2. Identify and describe the legal & ethical issues pertinent to managing a medical office.
3. Discuss differences between managing various employee types and demonstrate an understanding of how policies & procedures can create a safe environment for all.
4. Discuss appointment scheduling types and their connection to effective medical record review.
5. Identify and describe insurance plans and its relation to claims and billing.
6. Describe the importance of maintaining a positive cash flow in the medical office.
7. Identify quality improvement & risk management and discuss the differences between each and their impacts.

HCM 2630: Aging and Long-term Care

Upon the conclusion of the course, the student will:

1. Demonstrate a broad understanding of the variety of healthcare delivery services.
2. Describe the knowledge of the impact of the baby boomers, consumer choice, and growing diversity in long-term care.
3. Communicate, through an interview, a variety of issues that surrounds health care facilities such as licensure/accreditation, quality control, and health care reform.

HCM 2650: Medical Law and Ethics

Upon successful completion of this course, the student will demonstrate understanding of the

- a. general principles of the U.S. legal system, medical malpractice, torts, codes, and standards as well as relevant issues, including ethical, bioethical, workplace and death and dying issues.
- b. health care delivery systems, key trends in healthcare, conflict management, medical records, and professional liability insurance.

Attached Files

[HCM 2601 Syllabus Spring 2022.pdf](#)

[HCM 2650 Syllabus Spring 2022.pdf](#)

[HCM 2630 Syllabus Spring 2022.pdf](#)

Assessment/Evaluation/Measures/Strategies:

The program outcomes and student learning outcomes will be directly assessed using an internally created assessments. All students in the course(s) at the time of the assessment will be assessed (i.e. no sampling). For AY 2021-2022, 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, and

- Ochsner Lafayette General Orthopedic Hospital.

While the Health Sciences program is a blend of face-to-face courses and online courses, the Health Care Management courses used to assess the program are **online in a 16-week or 8-week format**. They are typically not offered face-to-face at the LSU Eunice site.

The courses will assess outcomes by:

HCM 2601: Fundamentals of Healthcare Management: These outcomes will be assessed by using quizzes, discussion forums, real-world application assignments, and a mid-term and/or final exam.

HCM 2630: Aging and Long-term Care:

1. Course examination, quizzes/assignments and/or forum discussion.
2. Course examination, quizzes/assignments and/or forum discussion.
3. A power point presentation that provides feedback acquired through an interview process with the healthcare facility of their choice.

HCM 2650: Medical Law and Ethics: Quizzes, Mid-term, and/or Final exams.

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

Attached Files

[HCM 2601 Syllabus Spring 2022.pdf](#)

[HCM 2630 Syllabus Spring 2022.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this program did not exist.

For AY 2021-2022, a total of 36 unduplicated students were enrolled in the Associate of Health Sciences program. A total of three students graduated in the first year of the program.

Director of IE's Note: With an n = 3 graduates, the Office of Institutional Effectiveness and Accreditation decided to not assess the program because the sample parameters will most likely not represent the population parameters. Student learning outcomes for the three courses will be expected beginning AY 2022-2023. Note that students with the necessary coursework changed their major to the Associate of Health Sciences so they could graduate within AY 2021-2022.

As a result, there is no data to report.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HS 21-22 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

HS 21-22 (AS) Placement

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

Upon graduation, Health Sciences 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.

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.

There currently is no benchmark for this program because it was implemented in fall 2021.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this program did not exist.

For AY 2021-2022, there is no data to report from AY 2020-2021 because the Associate of Science in Health Sciences did not exist.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HS 21-22 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

HS 21-22 (AS) Retention

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

Retain new first-time students declaring majors as the Associate of Science in Health Sciences (HS) 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 will be averaged beginning fall 2021 to fall 2022. Given that the program was implemented in fall 2021, there is no benchmark as of yet.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this program did not exist.

For AY 2021-2022 examining the retention for AY 2020-2021: This program did not exist in the academic year being reported.

No data to report.

Improvement Plan/ Changes Made:

n/a

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

HS 21-22 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Progress: Delayed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Human Resources Management (CTS)

HRM 21-22 (CTS) Professional Competency

Objective Number: 4.1

Start: 11/1/2021

End: 10/31/2022

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 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, it's challenges, and implications

MGMT 2260 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 2260 syllabus Fall 2021.pdf](#)

[MGMT 2251 Syllabus Fall 2021.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 2020-2021, this objective was met.

For AY 2021-2022, **MGMT 2251** was offered in fall 2020 only with 12 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 12 (100%) of the 12 students were directly assessed for student learning scoring and scored the following

- overall = 89% (compared to 88% in AY 2020-2021)
- 1-defining supervisor = 82% (compared to 86% in AY 2020-2021)
- 2-corporate responsibility = 76% (compared to 84% in AY 2020-2021)
- 3-diversity = 92% (compared to 92% in AY 2020-2021)
- n = 12 (compared to 19 students in AY 2020-2021)

Results for the 12 students indicated similar outcomes between the two academic years in all areas except corporate responsibility. Regardless, the score of 76% still met the benchmark.

Next, one **full-term online** section of **MGMT 2260** was offered for fall 2020 and spring 2021 with a total of 30 student registered. The course was not offered face-to-face at any site or as an 8-week online course. A total of 28 (93.3%) of the 30 students were directly assessed for student learning scoring the following.

- Combined overall = 86.6% (compared to 90% in AY 2020-2021)
- 1-Knowledge of HR = 79.7% (compared to 90% in AY 2020-2021)
- 2-HR decision making = 89.3% (compared to 90% in AY 2020-2021)
- 3-Application = 89.3% (compared to 84% in AY 2020-2021)
- n = 28 (compared to 37 students in AY 2020-2021)

Comparing the two academic years, the results seem to be fluctuating resulting in a three-percentage point drop in the overall. All outcomes exceeded the 70% benchmark.

The results for both courses 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

- 89% for MGMT 2251 and
- 87% for MGMT 2260

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Even though the benchmark was met, the faculty members believe that they can improve student learning by

MGMT 2251: Instructor will send out periodic course updates, feedback, and also provide individual feedback on assignments.

MGMT 2260: Instructor will use weekly feedback to assist with students' completion of the weekly discussion. Instructor will also encourage participation and provide feedback in regards to improving students' application of business skills.

(see SLO report pdf files below)

Attached Files

[SLO MGMT 2251 Fall 2021.pdf](#)

[SLO MGMT 2260 Fall 2021.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HRM 21-22 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

4. Culture of Continuous Improvement.

HRM 21-22 (CTS) Placement

Objective Number: 4.2

Start: 11/1/2021

End: 10/31/2022

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.

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 83.33% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, the results for this objective were inconclusive. There was a 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.

For AY 2021-2022, the data was monitored to determine if additional students completed the Human Resources Management CTS. A total of eight students completed the program during AY 2020-2021 with four of them being employed in the field or seeking further education. A total of two could not be contacted.

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
SU 20 - SP 21	8	2	1	0	3	2
Total	23	2	7	0	3	11
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

Given that the observed value of 4/6 (66.67%) removing the two that could not be contacted < the 83.33% historical benchmark, this objective is not met keeping in mind an n = 8 overall with only 6 data points.

Improvement Plan/ Changes Made:

The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021. This, of course, will not increase completers; however, it may allow the office to collect data on more students.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021_Dr Fowler.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HRM 21-22 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Progress: Completed
 Provided By: Human Resources Management (CTS)
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Management (AAS)

MGMT 21-22 (AAS) Professional Competency

Objective Number: 7.1

Start: 11/1/2021

End: 10/31/2022

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: 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: 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: 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: 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: 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

[ACCT 2001 Fall 2021 Syllabus.pdf](#)
[ACCT 2101 Fall 2021 Syllabus.pdf](#)
[ISDS 2100 Spring 2022 Syllabus.pdf](#)
[MGMT 2999 Fall 2021 Syllabus.pdf](#)
[MKTG 2999 Fall 2021 Syllabus.pdf](#)

Assessment/Evaluation/Measures/Strategies:

The program outcomes and student learning outcomes will be directly assessed using an internally created assessments. **All students in the course(s) at the time of the assessment will be assessed (i.e. no sampling).** For AY 2021-2022, 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, 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 - (updated) posttest (rationale for eliminating the pretest is attached as a PDF below)
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.

Director of IE's Note: the LSU Laboratory High School Dual Enrollment Off-Campus Instructional Location was closed February 4, 2022 (see attached PDF response from SACSCOC).

Attached Files

[8-13-21 Removing Pretest.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there was one face-to-face section offered at the LSUE face-to-face site only and three 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 87 students enrolled on the census dates for the fall 2021 and spring 2022 semesters with 72 (83%) of them being directly assessed for student learning. The results on the student learning outcomes were:

- **Overall both face-to-face and online** = 92% (compared to 87% for AY 2020-2021)
- 1-Financial statements = 93% (compared to 83% for AY 2020-2021)
- 2-Journalize transactions = 91% (compared to 93% for AY 2020-2021)
- n = 72 (compared to 75 students for AY 2020-2021)

- **Overall LSUE face-to-face only** = 92%
- 1-Financial statements = 88%
- 2-Journalize transactions = 94%
- n = 16

- **Overall Online full-term students only** = 92%
- 1-Financial statements = 95%
- 2-Journalize transactions = 90%

- n = 56

The data indicates that the face-to-face students and online students performed at about the same level; both exceeding the benchmark of 70%. Combining both using weighted means yielded that students scored an 92% overall, and 93% on financial statements, and a 91% on journalizing transactions. Comparing AY 2021-2022 data with the scores from AY 2020-2021 found that students in the current year out performed the students from last AY by several percentage points.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2021-2022 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** = 80% (compared to 75% for AY 2020-2021)
- 1-Production cost report = 79% (compared to 66% for AY 2020-2021)
- 2-Breakeven point = 81% (compared to 93% for AY 2020-2021)
- n = 64 (compared to 49 students for AY 2020-2021)

- **Overall face-to-face only** = 80%
- 1-Production cost report = 79%
- 2-Breakeven point = 81%
- n = 20

- **Overall full-term online only** = 80%
- 1-Production cost report = 79%
- 2-Breakeven point = 81%
- n = 44

Online and face-to-face students scored the same during AY 2021-2022. This makes sense given that the same instructor taught all four sections. Comparison of the overall results from the current year at 80% to last year at 75% indicate that student learning increased slightly overall from AY 2020-2021.

Next **ISDS 2100** (Microcomputer Applications in Business) had one full-term **face-to-face** and three **full-term online sections** during AY 2021-2022 - one face-to-face in spring 2022 and two online in the fall and one in the spring. No sections of ISDS 2100 were offered at any the LSUA face-to-face site or during the 8-week accelerated online sessions. A total of 87 students were registered on census day of each semester. Of those, 79 (90.8%) of the students were directly assessed for student learning. The results were:

- **Overall**, = 84% (compared to 84% for AY 2020-2021)
- 1-Word = 82% (compared to 82% for AY 2020-2021)

- 2-Excel = 78% (compared to 81% for AY 2020-2021)
- 3-PowerPoint = 90% (compared to 89% for AY 2020-2021)
- n = 79 (compared to 91 students for AY 2020-2021)

- **Face-to-face (one section) = 80%**
- 1-Word = 84%
- 2-Excel = 71%
- 3-PowerPoint = 85%
- n = 12

- **Online (three sections), = 85%**
- 1-Word = 82%
- 2-Excel = 80%
- 3-PowerPoint = 91%
- n = 67

Students in the ISDS 2100 sections performed well achieving an 84% overall. In comparing the AY 2021-2020 results with the year before, both groups of students performed in a similar fashion. Apparently, the students in the face-to-face section performed below the students in the online sections; however, the sample parameters do not typically approach the population parameters with an n = 12 so caution is urged in trying to draw conclusions for face-to-face versus online students.

For **MGMT 2999** (Principles of Management), two **online full-term** sections were offered during AY 2021-2022 - one in fall and one in spring. No face-to-face or 8-week accelerated sections were offered. A total of 29 students enrolled on census day for each semester with 27 (93.1%) being directly assessed for student learning. The results were:

- **Overall, for the two online sections = 85%** (compared to 84% for AY 2020-2021)
- 1-History = 86% (compared to 89% for AY 2020-2021)
- 2-Ethics and social responsibility = 86% (compared to 90% for AY 2020-2021)
- 3-Global management = 79% (compared to 82% for AY 2020-2021)
- n = 27 (compared to 27 students for AY 2020-2021)

Students in the two full-term online sections scored an overall 85% which was slightly higher than the 84% for AY 2020-2021. The scores for each SLO is slightly below what was scored for AY 2020-2021 indicating some fluctuation among the scores.

Finally, **two full-term online** sections of **MKTG 2999** (Principles of Marketing) were offered during AY 2021-2022 with a total of 23 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 22 (95.7%) of the 23 students were directly assessed for SLOs during the two semesters. The results follow:

- **Overall, for both online courses** = 91% (compared to 92% for AY 2020-2021)
- 1-Describe marketing terms and facts = 91% (compared to 93% for AY 2020-2021)
- 2-Understand marketing concepts = 91% (compared to 92% for AY 2020-2021)
- 3-Apply marketing principles = 92% (compared to 91% for AY 2020-2021)
- n = 22 (compared to 24 students for AY 2020-2021)

Students scored an overall 91% for AY 2021-2022 which was comparable to the 92% scored in AY 2020-2021. In addition, each of the SLOs were within two percentage points for AY 2021-2022 compared to AY 2020-2021.

Summary:

Students in the five courses did well in the overall scores and the each individual outcomes exceeding the benchmark of 70% in each case. Given that the observed overall SLO score for

- ACCT 2001 = 92%
- ACCT 2101 = 80%
- ISDS 2100 = 84%
- MGMT 2999 = 85%
- MKTG 2999 = 91%

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Even though the outcomes in every case were met, faculty believe they can improve by (see SLO reports below):

ACCT 2001: Increase the faculty member's time to help students with homework and use a review of materials.

ACCT 2101: Use a comprehensive review.

ISDS 2100: Further encourage students to participate in all assignments and offer optional one-on-one with students to answer questions.

MGMT 2999: Offer an additional, optional assignment to reinforce the material.

MKTG 2999: Increase class discussion on the subject matter in order to encourage more participation and research.

Attached Files

[ACCT 2101-01 \(face-to-face\) SLO Fall 2021.pdf](#)

[ACCT 2101-25 \(online\) SLO Fall 2021.pdf](#)

[ISDS 2100-01 \(face-to-face\) SLO Spring 2022.pdf](#)

[MGMT 2999-25 \(online\) SLO Fall 2021.pdf](#)
[MKTG 2999-25 \(online\) SLO Spring 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

MGMT 21-22 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

MGMT 21-22 (AAS) Placement

Objective Number: 7.2

Start: 11/1/2021

End: 10/31/2022

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.

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 68.53% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The faculty member recommended that an additional survey be sent to students to obtain additional information as they graduate. This survey was completed by the Office of Institutional Effectiveness (see file 1 below) and approved by Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, there were a total of 22 students completing the Management AAS program during AY 2020-2021 with 19 either finding employment in the field or continuing their education (see Table 1). A total of two could not be contacted.

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
SU 20 - SP 21	22	1	14	0	5	2
Total	204	26	54	11	44	61
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						68.53

Given that that the observed value of 19/20 (95%) obtained employment in the field or were continuing their education (subtracting out the two that could not be contacted > the historical benchmark of 68.53, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021_Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

For AY 2020-2021, this objective was not met. As noted above, the survey was created and used for the first time in fall 2020.

For AY 2021-2022, the Office of Institutional Effectiveness and Accreditation will use survey data generated to determine what changes, if any, are needed.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

MGMT 21-22 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

MGMT 21-22 (AAS) Retention

Objective Number: 7.3

Start: 11/1/2021

End: 10/31/2022

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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from AY fall 2013 to fall 2014 through fall 2019 to fall 2020 with 202 new first-time students entering the Management Program with 84 being retained for a retention rate of 41.58% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	45	22	48.89
Fa 14 - Fa 15	42	16	38.10
Fa 15 - Fa 16	39	14	35.90
Fa 16 - Fa 17	26	13	50.00
Fa 17 - Fa 18	13	7	53.85
Fa 18 - Fa 19	22	5	22.73
Fa 19 - Fa 20	15	7	46.67
Totals	202	84	41.58

As a result, the retention benchmark is set at 41.58% given the historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 23 new first-time students were admitted into the Management Program based on the 14th day census with eight (8) students being retained to fall 2021. As a result, the raw retention is $8/23 \times 100 = 34.8\%$.

Institutional Research reported that five (5) students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $8/18 \times 100 = 44.4\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 34.8%-44.4% and that the corrected retention of 44.4% > the historical retention = 41.85%, this objective was met given the students that changed their major.

Improvement Plan/ Changes Made:

Monitor since the objective was met.

Director of IE's Note. I agree given the fact that this outcome has now been met for two years. While the 44.4% retention is not good in my mind, it is remarkably close to the overall 45.8% retention rate. LSU Eunice is working with Achieving the Dream in developing an Integrated Learning Center in the library to re-imagine student support.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

MGMT 21-22 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Medical Billing and Coding (CTS)

MBC 21-22 (CTS) Professional Competency

Objective Number: 5.1**Start: 11/1/2021****End: 10/31/2022****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.

Director of IE's Note related to Syllabi:

The Program Coordinator and faculty for Medical Billing and Coding use standardized syllabi formatted to the LSU Online delivery system's requirements. As a result, the student learning outcomes for

- ALLH 1200 were placed as the course outcomes.
- ALLH 1620 were inadvertently left off of the syllabus.

A discussion took place between the Director of IE and the Program Coordinator and the issue is being corrected for AY 2022-2023. The program outcomes and the student learning outcomes along with the methodology for assessing each have not changed for the Medical Billing and Coding program.

Attached Files

[ALLH 1615 Syllabus Spring 2022.pdf](#)

[HCM 2650 Syllabus Spring 2022.pdf](#)

[ALLH 1200 Syllabus Fall 2021.pdf](#)

[ALLH 1620 Syllabus Fall 2021.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 2020-2021, this objective was met.

For AY 2021-2022,

Outcome 1: Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding): Three full-term online sections were offered with two being in the fall and one being in the spring enrolling 43 students on the fall and spring census days. In all, 38 (88.4%) of the 43 students enrolled in the **three online** sections were assessed. The results were:

Overall = 85.5% (grand means weighted by section) (for AY 2020-2021, the result = 79%)

History and purpose = 81.2% (for AY 2020-2021, the result = 83%)

Coding conventions = 86.1% (for AY 2020-2021, the result = 80%)

Coding for organ systems = 82.7% (for AY 2020-2021, the result = 80%)

n = 38

Students for AY 2021-2022 performed above the benchmark of 70% and performed slightly above the level of the students in AY 2020-2021.

Outcomes 3, 4 and 5: Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data): Two full-term **online sections** were offered - one in fall and one spring with 50 students enrolled. A total of 42 (84.0%) students in the two online sections were assessed:

Overall = 87.2% (grand means weighted by section) (for AY 2019-2020, the result = 81%)
 Organization = 85.9% (for AY 2019-2020, the result = 86%)
 Health records = 86.4% (for AY 2019-2020, the result = 77%)
 Application = 85.3% (for AY 2019-2020, the result = 82%)
 Quality and Integrity = 89.7% (for AY 2019-2020, the result = 79%)
 Technologies and classification systems = 88.1% (for AY 2019-2020, the result = 78%)
 n = 42

Students in ALLH 1200 exceeded the benchmark of 70% and outperformed students from AY 2020-2021.

Outcome 2: Reimbursement Methodologies Assessed in ALLH 1620 (Health Insurance and Medical Billing): Four full-term online sections were offered (two in the fall and two in the spring) with a total of 67 students enrolled in them on census day. A total of 56 (83.6%) students in the **four online sections** were assessed with the results being:

Overall = 86.2% (grand means weighted by section) (for AY 2019-2020, the result = 84%)
 Sequence codes = 83.7% (for AY 2020-2021, the result = 75%)
 Reimbursement = 85.4% (for AY 2020-2021, the result = 70%)
 Regulations = 85.2% (for AY 2020-2021, the result = 82%)
 Methodologies = 90.6% (for AY 2020-2021, the result = 94%)
 n = 56

The results indicated that the students exceeded the benchmark in AY 2021-2022 and slightly exceeded the performance from AY 2020-2021.

Outcome 6: Confidentiality and Data Content Assessed in HCM 2650 (Medical Law and Ethics): Two **online sections** were offered (one in fall and one in spring). In all, 65 students were enrolled in the course on the census day for the fall and spring semesters. A total of 51 (78.5%) of the students in the two sections were assessed using the midterm and final exams. The results were:

Overall = 88.9% (for AY 2019-2020, the result = 90%)
 A. Law and ethics, law issues, courts, and contracts = 87.7% (for AY 2019-2020, the result = 89%)
 B. Health care issues and delivery systems, consumer issues, and insurance = 90.8% (for AY 2019-2020, the result = 91%)
 n = 51

The data for HCM 2650 indicates that the students exceeded the 70% benchmark and performed similarly to those taking the course in AY 2020-2021.

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

85.5% for ALLH 1615,
 87.2% for ALLH 1200,
 86.2% for ALLH 1620, and
 88.9% for HCM 2650
 weighted overall for the program based on the four courses = 87.1%

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Even though the students exceeded the 70% benchmark, faculty believe they can improve learning by (see SLO Reports by course below):

ALLH 1615: add non-graded assignments for practice related to skills taught

ALLH 1200: increase engagement

ALLH 1620: provide additional resources beyond course content

HCM 2650: use case studies

Attached Files

[ALLH 1200 SLO Report Fall 2021.pdf](#)

[ALLH 1615 SLO Report Fall 2021.pdf](#)

[ALLH 1620 SLO Report Fall 2021.pdf](#)

[HCM 2650 SLO Report Fall 2021.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

MBC 21-22 Maintain an effective Medical Billing and Coding (MBC) Certificate of Technical Studies (CTS) Program

Goal Number: 5
 Progress: Completed
 Provided By: Medical Billing and Coding (CTS)
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

MBC 21-22 (CTS) Placement

Objective Number: 5.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Upon graduation, Medical Billing and Coding 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.

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 48.72% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, total of 26 students completed the Medical Billing and Coding CTS with eight of them employed in the field or continuing their education (see Table 1). Eleven of the students could not be contacted.

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	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
SU 20 - SP 21	26	5	4	4	2	11
Total	79	14	13	6	6	40
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						48.72

Given that the observed value of 6/15 (40.0%) (subtracting out the 11 who could not be contacted) < historical benchmark of 48.72%, this objective is not met.

Improvement Plan/ Changes Made:

The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021_Dr Fowler.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

MBC 21-22 Maintain an effective Medical Billing and Coding (MBC) Certificate of Technical Studies (CTS) Program

Goal Number: 5

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Nursing (ASN)

ASN 21-22 Professional Competency based on NCLEX-RN

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 Administrative Code (Title 46, Part XLVII, 3325 A). As per the Louisiana State Board of Nursing, 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). Please see excerpt from LA State Board of Nursing's Rules and Regulations, page 33 in the Registered Nurse Qualifications attached below.

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 graduates success in the client needs category. The test plan performance report provides group testing outcomes, but not individual student outcomes. Evidence to be utilized includes (Please see progress report below):

- a. comparison of NCSBN passing performance and graduates from LSU Eunice ASN,
- b. comparison of graduates from LSU Eunice ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs),
- c. comparison of graduates from LSU Eunice ASN program and graduates from similar programs (ASN) across every jurisdiction.

Attached Files

[Registered Nurse Licensure Qualifications.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the classes from spring 2021 and fall 2021 were examined.

The Spring 2021 (Eunice) cohort had first-time pass rate of 86.27% with 44 of 51 graduates passing NCLEX-RN® on the first attempt. Please see File 1 NCLEX Pass Rates by Cohort 2021 attached below.

The Fall 2021 (Lafayette) cohort had a first-time pass rate of 86.36% with 19 of 22 graduates passing NCLEX-RN® on the first attempt. Please see File 1 NCLEX Pass Rates by Cohort 2021 attached below.

The LSUE LPN to ASN graduates had a 100% pass rate (16 students out of 16 students) as reported for students graduating in SP21 and FA21 while the traditional ASN students had a pass rate of 82.5% (47 students out of 57 students). Please see File 1 NCLEX Pass Rates by Cohort 2021 attached below.

Spring 2021 semester comparisons is represented in the report for April 21 - September 21 with the blue header (see file 2 PDF below): File 2 attached below shows a comparison of the graduates from LSU Eunice to the passing performance (highlighted) for Spring 2021 indicating the LSU Eunice students successfully passed each section. In addition, File 2 shows a comparison of graduates from LSU Eunice ASN program and graduates from LSU Eunice's jurisdiction (Louisiana ASN and BSN programs - compare the Graduates from Your Program to Graduates from Your Jurisdiction). In Spring 2021, LSUE ASN graduates scored slightly less than students from our jurisdiction in four categories, but scored higher or equal to students from our jurisdiction in the other four categories. Finally, comparing Graduates from Your Program to Graduates from All Programs Across Every Jurisdiction, LSU Eunice scored lower in two categories, equal in two categories, and higher in the four others.

Fall 2021 semester comparisons is represented in the report for October 21 - March 22 with the green header (see file 3 PDF below): For fall 2021, the first two columns indicate that LSU Eunice students scored higher than the passing score across the board. The comparison between graduates from LSU Eunice and ASN program and graduates from similar programs in LSU Eunice's jurisdiction indicates that LSU Eunice students scored the same or higher in every area (see Graduates from Your Program compared to Graduates from your Jurisdiction in File 3). Finally, comparing Graduates from Your Program to Graduates from All Programs Across Every Jurisdiction, LSU Eunice scored higher in all categories.

Given that the first-time test takers from the

- Eunice students in spring 2021 had an observed score of 86.27% > the Louisiana State Board of Nursing (LSBN) benchmark of 80% and
- Lafayette students in fall 2021 had an observed score of 86.36% > Louisiana State Board of Nursing (LSBN)

This objective was met.

Attached Files

[1 NCLEX PASS RATES BY COHORT 2021 Cohort.pdf](#)

[2 Test plan performance report Categories SP 21.pdf](#)

[3 Test Plan Performance Categories FA21.pdf](#)

Improvement Plan/ Changes Made:

The test plan performance results (NCLEX-RN pass rate and LSUE nursing students' performance in client needs areas) are continuously monitored, reviewed, and disseminated to faculty and stakeholders (students, advisory board, hospital CNOs and hospital directors of education)

for ongoing improvements with NCLEX-RN content requirements and students performance related to the jurisdiction (state) and nationally. The program continues to utilize standardized assessments for NCLEX preparation (HESI) to determine areas of opportunity to enhance student's education.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASN 21-22 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ASN 21-22 Professional Competency based on Clinical Results

Objective Number: 2.1a

Start: 11/1/2021

End: 10/31/2022

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

[NURS2535 - 2555 FA 2021 SYLLABUS.pdf](#)

[NURS 2535-2555 SP 2021 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 2020-2021, this objective was met.

For AY 2021-2022, this objective was met with all students successfully completing the NURS2535 / NURS2555 clinical courses in the final semester of the class. The attachments with a sample of completed clinical evaluations are included. Attachments below are examples of completed, final clinical evaluations for NUR2535 (Traditional ASN students) and NUR2555 (LPN-ASN students).

Given that the observed, 2021 clinical course pass rate of 100% is > the established benchmark of 77%, this objective is met.

Attached Files

[SP21 Traditional Clinical Eval.pdf](#)

[SP 21 LPN Clinical Eval.pdf](#)

[Final Traditional Clinical Eval 1 2021 FA21.pdf](#)

[Final Clinical Eval LPN-ASN 1 2021 FA 21.pdf](#)

Improvement Plan/ Changes Made:

No changes will be made at this time. We will continue to be monitor and review the evaluations and clinical success rate. Results will be disseminated to stakeholders to ensure any identified needs will be addressed in a timely fashion.

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

ASN 21-22 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ASN 21-22 Graduation Rate

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Old Objective (used for this year): 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".

New objective beginning fall 2022: Completion rates for Nursing are measured by two objectives.

2.20 Traditional students admitted to the nursing program will graduate.

2.21 LPN's entering through advanced standing will graduate.

Rational:

1. **Director of IE's Note:** The objective should not have contained the benchmark so it was removed.
2. The accrediting body for the Nursing program, Accreditation Commission for Education in Nursing (ACEN) has revised their standards to only focus on "on time" graduation for both traditional ASN students and LPN-ASN students.

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: 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 - (see PDF file below) 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.

Revised 08/2022 beginning fall 2022:

2.20 Traditional ASN students will graduate "on-time" within four semesters.

2.21 LPN-ASN students will graduate "on-time" within three semesters.

Rationale: The accrediting body for the Nursing program, Accreditation Commission for Education in Nursing (ACEN) has revised their standards to only focus on "on 'time" graduation for both traditional ASN students and LPN-ASN students. (see page 2 of the ACEN Standards document below). Louisiana State Board of Nursing does not dictate time to complete degree in the regulations.

Attached Files

[46v47-LPN.pdf](#)

[ACEN Standards for 2023 as of July 2022 Section 5.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

2.20 - For AY2021-2022, the Traditional ASN cohorts (FA19 to SP21 and SP20 to FA21) achieved this benchmark with an (see highlighted in the attached document for the data by site...note that the on-time completion rate is shown for informational purposes):

- on-time completion rate of 65% (52 of 80 students)
- completing in 1.5 time of 80% (64 of 80 students).

2.21 - For AY 2021-2022 (LPN to ASN cohorts, SP20 to SP21 and FA20 to FA21) achieved this benchmark with an:

- on-time completion rate of 78.9% (15 out of 19 students and
- completing in 1.5 time of 78.94% (15 of 19 students).

Given that the observed time and one-half to graduation value of

- 2.20 - 80.0% for traditional students
- 2.21 - 78.9% for LPNs to RN
- overall - 79.79% (79 out 99 students)

> the established benchmark of 60%, this objective is met.

Attached Files

[ASN Completion Rate Table 2021 08292022.pdf](#)

Improvement Plan/ Changes Made:

The program will continue to review and trend completion rates, both on-time and within one-and-one-half time of the length of the program with the same benchmark of 60% for both Traditional ASN and LPN to ASN graduates. In an effort to improve completion rates, the Nursing program has incorporated a student success coach and modified student improvement plans, policies, and increased student support. Tutoring is available from nursing faculty when indicated, as well as in the library.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASN 21-22 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ASN 21-22 Employment

Objective Number: 2.3

Start: 11/1/2021

End: 10/31/2022

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 of the graduating classes (Fall 2021 - Lafayette and Spring 2021 - Eunice) uploaded information when requested, 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 2020-2021, this objective was met

For AY 2021-2022, both cohorts of graduates from spring 2021 and fall 2021 (66 of 73) reported securing employment for a rate of 90.41%, as noted in the employment information by cohort document attached.

The Spring 2021 (Eunice) cohort reported 44 of 51 (86.27%) had secured employment within six months of graduation. Seven graduates were not employed due to not passing NCLEX on first attempt. Three went on to pass boards on the second attempt, but it did not fall within six months of graduation. Four have not passed yet.

The Fall 2021 (Lafayette) cohort reported that 22 (100%) of 22 graduates had secured employment within six months for a rate of 100%.

Given that the 2021 total 6 month employment rate is 90.41% > the benchmark of 90%, this objective is met.

Attached Files

[EMPLOYMENT INFORMATION BY COHORT 2021.pdf](#)

Improvement Plan/ Changes Made:

The benchmark was met for employment. Surveys and post-graduation information forms will continue to be sent to students with requests for completion and to be sent back to us. A social media nursing alumni page has been established to assist with this endeavor. Results from returned information forms/surveys will be documented and reviewed to identify trends. This information will be reported to stakeholders at intermittent meetings throughout the year and feedback will be received.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ASN 21-22 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Criminal Justice (AS)

CJ 21-22 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 (see file below):

- A. 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.
- B. understanding of how diversity, equity, and inclusion play a role in policing.
- C. understanding of the policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.
- D. 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.

Director of IE's Note: The faculty member teaching the sections of this course used the old SLOs in his syllabus (see CJ 2131 Course Syllabus below); however, he realized that he had used an older syllabus as a template and did assess the current four outcomes (see CJ 2131 Email Exchange in the PDF file below).

The program outcomes are also assessed using SLOs in CJ 2133 (Correctional Process). Upon the completion of this course, students will (see file below):

- A. Demonstrate an understanding of the American correctional system.
- B. Demonstrate an understanding of how diversity, equity, and inclusion play a role in corrections.
- C. 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.
- D. 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.

Director of IE's Note: The CJ 2133 course was taught as part of an LSU/LSUE initiative labeled LSU Online. The format was changed eliminating the need for major learning outcomes in the syllabus; however, LSU Eunice requires them so the faculty and coordinator are working toward inserting them into the LSU Online Syllabus Format (see CJ 2133 email on SLOs PDF below)

Attached Files

[CJ 2131 Syllabus SP 2022.pdf](#)

[CJ 2133 Syllabus Fa 2021.pdf](#)

[CJ 2133 Email on SLOs.pdf](#)

[CJ 2131 Email on SLOs.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.

CJ 2131: Police Process will be assessed in the following manner:

- A. Final exam.
- B. Midterm writing assignment covering chapters 1-5.
- C. Final research assignment
- D. Class discussion

CJ 2133, Correctional Process will be assessed in the following manner.

- A. Final exam.
- B. Six topic postings.
- C. Research assignment
- D. 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 2020-2021, this objective was met.

For AY 2021-2022, the new Coordinator of Public Safety and Protection that was hired for AY 2020-2021, left. A new coordinator was hired and data was collected as shown below.

For CJ 2131, 27 (100%) of the 27 students were assessed from one 8-week section in the fall and two 16-week sections from the spring. The results were:

Combined weighted 8-week and 16-week (both online)

- overall = 89.9% (compared to 83.1% from AY 2020-2021)
- A. roles, responsibilities, and functions = 90.8% (compared to 84% from AY 2020-2021)
- B. diversity = 92.7% (compared to 75% from AY 2020-2021)
- C. policies and procedures = 90.4% (compared to 76% from AY 2020-2021)
- D. issues = 87.1% (compared to no data due to a technical issues from AY 2020-2021)
- n = 27

16-week online only

- overall = 90.3%
- A. roles, responsibilities, and functions = 90.0%
- B. diversity = 90.5%
- C. policies and procedures = 90.8%
- D. issues = 87.1%
- n = 16

8-week online only

- overall = 89.3%
- A. roles, responsibilities, and functions = 92.0%
- B. diversity = 96.0%
- C. policies and procedures = 90.0%
- D. issues = 87.0%
- n = 11

Comparing the combined data above indicates that the 27 students exceeded the results from AY 2020-2021. In addition, both the 16-week and 8-week students performed similarly for AY 2021-2022.

Next, for **CJ 2133**, 26 (89.7%) of the 29 students were assessed in one 8-week section in fall 2021 and one 16-week section in spring 2022. The results were:

Combined weighted 8-week and 16-week (online)

- overall = 84.9% (compared to 86.9% during spring 2021 with a n = 10)
- A. history, structure, purpose = 82.3% (compared to 91.6% during spring 2021)
- B. diversity = 80.7% (compared to 81.0% during spring 2021)
- C. prison life = 80.6% (compared to 73.6% during spring 2021)
- D. issues = 88.3% (compared to 94.8% during spring 2021)
- n = 26

16-week online only

- overall = 80.0%
- A. history, structure, purpose = 78.7%
- B. diversity = 70.0%
- C. prison life = 71.7%
- D. issues = 84.9%
- n = 11

8-week online only

- overall = 87.5%
- A. history, structure, purpose = 84.5%
- B. diversity = 86.4%
- C. prison life = 85.3%
- D. issues = 90.1%
- n = 17

The overall comparison between the two years indicates that students for AY 2021-2022 performed slightly below the ten students from AY 2020-2021. This may be due to natural fluctuation and differences in instructors. Given this, students did perform above the 70% benchmark for each SLO. It is also interesting that students having all 16-weeks to complete the course performed below students taking the course during the

8-week semester. This could be related to the motivation of the students in the 8-week course. It could also be related to the low n for each section. Regardless, students met or exceeded the benchmark in each case.

Given that the observed value for CJ 2131 = 89.9% and CJ 2133 = 84.9% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve outcomes by (see PDFs below):

CJ 2131:

- Place a greater emphasis on writing assignments in APA format.
- Encourage students to send in a rough draft of their papers.
- Encourage students to use references from the last five years.
- Add essay questions to final exam.

CJ 2133:

- Design the final assess to cover topics that are in the final exam
- Encourage class participation in the required discussions
- Include instruction on proper citing of material using APA.

Attached Files

[CJ 2033 SLO Data FA 2021.pdf](#)

[CJ 2131 SLO Data FA 2021.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CJ 21-22 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CJ 21-22 (AS) Retention

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 170 new first-time students entering the Associate of Science in Criminal Justice and 74 being retained for a retention value of 43.53% (see Table 1).

Table 1. Criminal Justice Student Retention for Years Indicated			
Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	32	13	40.63
Fa 14 - Fa 15	28	9	32.14
Fa 15 - Fa 16	17	6	35.29
Fa 16 - Fa 17	20	11	55.00
Fa 17 - Fa 18	27	15	55.56
Fa 18 - Fa 19	24	10	41.67
Fa 19 - Fa 20	22	10	45.45
Totals	170	74	43.53

As a result, a benchmark of 43.53% will be used based on historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, 49 new first-time students were admitted into the Associate's Criminal Justice Program based on the 14th day census with 24 students being retained to fall 2021. As a result, the raw retention is $(24/49)*100 = 49.0\%$.

Institutional Research reported that three (3) students changed their major during the first year. Therefore the corrected retention (removing those who changed majors) is $24/46*100 = 52.5\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 49.0%-52.2% > the historical retention = 43.53%, this objective was met.

Improvement Plan/ Changes Made:

Upon the conclusion of AY 2020-2021, the former Coordinator of Public Protection resigned and was subsequently replaced with a new coordinator (see employment contract below). Given that the new coordinator came on board July 17, 2021 and the objective was met, the plan is to monitor into next year.

Attached Files

[Signed Employment Contract - CJ.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CJ 21-22 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CJ 21-22 (AS) Placement

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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.

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 63.00% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met based on the data from AY 2019-2020. The program director resigned and a new coordinator was hired during the summer so there was no continuity for the objective.

The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, there were a total of 11 students completing the Criminal Justice program during AY 2020-2021 with five of them being employed in the field or continuing their education (see Table 1). Four of the students could not be contacted.

Semester	Total Number of Graduates	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
SU 20 - SP 21	11	1	2	1	3	4
Total	131	31	41	6	22	31
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						63.00

Given that 5/7 (subtracting the four who could not be contacted) = 71.4% for AY 2020-2021 > the historical benchmark of 63.00%, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

As the new survey was distributed during commencement for fall 2021, the new methodology will be used for AY 2022-2023 examining the data from AY 2021-2022.

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

CJ 21-22 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Fire & Emergency Services (AAS) and Fire Service Technology (CTS)**FES/FST 21-22 (AAS/CTS) Professional Competency**

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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.

Director of IE's note May 18, 2022: Please note that the coordinator hired for AY 2020-2021 resigned and was replaced with a new coordinator for fall 2021. Because there was a new coordinator and a new instructor for FSCI 2155 in spring 2022, there was a mix up on the syllabus. The syllabus was incomplete and had the student learning outcomes in the course objectives and did not include the methodology for assessing the SLOs. This needs to be corrected prior to the course being offered again.

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

[10-23-20 Combining FES and FST in CA.pdf](#)

[FSCI 2152 Syllabus 2022.pdf](#)

[FSCI 21155 Syllabus Sp 2022.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/or the final exam (for overall) (**needs to include assessment methods in syllabus**)

FSCI 2155: (**updated**) Module Quizzes and/or research papers.

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, **FSCI 2152** was offered as a 16-week online course for fall 2021 and an 8-week online course for spring 2022 with a total of 14 students enrolled on census day. A total of 14 (100%) of the 14 students were assessed for SLOs. The results were.

Overall from the 16 week online and 8 week online sections

Overall = 88.5% (compared to 83.6% from AY 2020-2021)

SLOs 1-3 = 100.0% (compared to 87.2% from AY 2020-2021)

SLOs 4-6 = 100.0% (compared to 76.0% from AY 2020-2021)

SLOs 7-9 = 80.1% (compared to 75.5% from AY 2020-2021)

SLOs 10-12 = 80.3% (compared to 91.0% from AY 2020-2021)

SLOs 13-15 = 85.4% (compared to 87.0 from AY 2020-2021)
 SLOs 16-18 = 90.0% (compared to 85.1% from AY 2020-2021)
 n = 14

Results for the 16-week Online section

Overall = 83.5%
 SLOs 1-3 = 100.0%
 SLOs 4-6 = 100.0%
 SLOs 7-9 = 80.0%
 SLOs 10-12 = 66.1%
 SLOs 13-15 = 83.3%
 SLOs 16-18 = 83.3%
 n = 6

Results for the 8-week Online section

Overall = 92.3%
 SLOs 1-3 = 100.0%
 SLOs 4-6 = 100.0%
 SLOs 7-9 = 80.3%
 SLOs 10-12 = 91.0%
 SLOs 13-15 = 87.0%
 SLOs 16-18 = 95.0%
 n = 8

Overall, students performed quite well as noted above. Comparing the 16-week versus the 8-week online course indicated that the 16-week students performed below that of the 8-week having one results below 70% (7-9). Given this all other SLO results were > 70% with some variability. It is assumed that the variability is related to the low number of students in both sections.

Next, **FSCI 2155** had no sections for fall 2021 and one 8-week online section with a total of two students registered on census day. No data was collected given an n = 2.

Given that the observed score for FSCI 2152 = 88.5% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Even though FSCI 2152 met the benchmark, the faculty members believes the following can be improved (see attached SLO report below):

- stress time management to students

- email students if they are turning in assignments late

Attached Files

[FSCI 2152 Fall 2020 SLOs.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FES/FST 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

FES/FST 21-22 (AAS) Retention

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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 fall 2013 to fall 2014 through fall 2019 to fall 2020 with 79 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 48 being retained for one year yielding a retention rate of 60.76% (see Table 1).

Initial Year	Initial Enrollment	Retained One Year	Percent Retention
Fa 13 - Fa 14	15	10	66.67
Fa 14 - Fa 15	20	12	60.00
Fa 15 - Fa 16	9	4	44.44
Fa 16 - Fa 17	8	5	62.50
Fa 17 - Fa 18	11	6	54.55
Fa 18 - Fa 19	11	8	72.73
Fa 19 - Fa 20	5	3	60.00
Totals	79	48	60.76

As a result, a retention benchmark of 60.76% is set given historical data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was partially met. 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 students were retained to the fall 2020 census data. The former coordinator did attempt to have monthly meetings with the faculty (documented in AY 2020-2021).

For AY 2021-2022, this objective will examine student retention from fall 2020 to fall 2021. According to Institutional Research, six (6) new first-time students were admitted into the Fire and Emergency Services Program based on the 14th day census with three (3) students being retained to fall 2021. As a result, the raw retention is $3/6 \times 100 = 50.0\%$.

Institutional Research reported that one (1) student changed his/her major during the first year. Therefore the corrected retention (removing those who changed majors) is $3/5 * 100 = 60.0\%$.

Director of IE's note: Subtracting out the students changing their major is being done for the first time this year to have a more accurate retention number. Realizing that a comparison of apples to oranges is taking place, it was felt that it would take too much time change all of the historical data for every program. As a result, the raw and corrected retention numbers have been calculated.

Given that observed retention of 50.0%-60.0% \approx the historical retention = 60.76% (using the corrected retention number and given the small n), this objective was tentatively met.

Improvement Plan/ Changes Made:

Upon the conclusion of AY 2020-2021, the former Coordinator of Public Protection resigned and was subsequently replaced with a new coordinator (see employment contract below). Given that the new coordinator came on board July 31, 2021 and the objective was tentatively met, the plan is to monitor into next year.

Attached Files

[Coordinator of Fire & Emergency Services - Contract.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FES/FST 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

FES/FST 21-22 (AAS/CTS) Employment**Objective Number: 2.3****Start: 11/1/2021****End: 10/31/2022****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.

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 88.69% from AY 2012-2013 through spring 2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The Office of Institutional Effectiveness completed a survey that is now given to students at commencement (see file 1 below). It was approved by the Human Subjects Review Committee during fall 2021 (see file 2 below). The survey was given to all completing students for the first time in fall 2021.

For AY 2021-2022, there were 13 completers in either the Fire and Emergency Services (AAS) or the Fire Service Technology (CTS) Programs with eight of them being employed in the field or continuing their education (see Table 1). Four students could not be contacted.

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
SU 20 - SP 21	13	1	5	0	3	4
Total	189	14	141	5	8	21
Overall percent of students employed in field or continuing education without those not contacted =						88.69

Given that eight of the students were employed in the field or continuing their education = 8/9 (subtracting out the four that could not be contacted = 88.9% > the historical benchmark of 88.69%, this objective is met.

Attached Files

[File 1 FINAL Post-Grad Form 9-24-21.pdf](#)

[File 2 IRB Approval 10-11-2021 Dr Fowler.pdf](#)

Improvement Plan/ Changes Made:

As noted above, the new employment survey is being distributed to completing students at commencement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FES/FST 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Radiologic Technology (AS)

RADT 21-22 (AS) Professional Competency

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 programs in radiography. Assessments are conducted in RADT 2093 (Applied Radiography VI) in Spring 2021.

Attached: RADT 2093 Course Syllabus

Attached Files

[RADT 2093 COURSE SYLLABUS SP 2021.pdf](#)

Assessment/Evaluation/Measures/Strategies:

Students are under direct or indirect supervision with an instructor.

- JRCERT Standard 5 Health and Safety-Supervision (see file #1 JRCERT Standard 5 file below-PDF page 4 is a summary of the standards)

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 ≥ 2 (above average) on a scale of 0-3 for each outcome (see file #2 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 (see file #3 below) 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 Files

- [1. Standard 5 Health and Safety.pdf](#)
- [2. \(Blank\) RADT2093 Clinical Evaluation Form.pdf](#)
- [3. \(Blank\) Final Competency Form.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, students graduating in the Spring 2021 were assessed. The cohort consisted of 26 students. Students were evaluated on proficiency in the ten designated areas using the RADT 2093 Semester/Mid Semester Evaluation form (see attachments 1 and 2 below). The student data is as follows:

1. Communication: The Class average was 3.0 at midterm and a 2.99 at the end of the semester evaluations. This was comparable for the class of 2020 for the same course (RADT 2093) achieving a level of 2.98. (26 of 26 students achieved >2) Benchmark met.
2. Dependability, Attendance and Responsibility of Student: The Class average was 2.9 at midterm and 2.98 at the end of the semester. This was consistent with the Class of 2020 achieving a level of >2. (26 of 26 students achieved >2) Benchmark met.
3. Professionalism: The Class Average was 2.98 at midterm and a 3 at the end of the semester evaluations. This was slight increase from the Class of 2020 for the same course (RADT 2093) achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.
4. Initiative of Student: The Class Average was a 2.97 at midterm and a 2.99 at the end of the semester. This was consistent with the Class of 2020 for the same course achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.
5. Attitude of Student: The Class Average was a 2.92 at midterm and a 3.0 at the end of the semester. This was consistent with the Class of 2020 for the same course (RADT 2093) achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.
6. Organization/Perseverance/Quality of Procedures: The Class Average was 2.88 at midterm and a 2.93 at the end of the semester. This was consistent with the Class of 2020 still achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.
7. Problem Solving Skills and Critical Thinking: The Class Average was 3.0 at midterm and a 3.0 at the end of the semester. This was consistent with the Class of 2020 still achieving a level of >2. (26 of 26 students achieved >2) Benchmark met.
8. Clinical Skills of Student: The Class Average was 2.82 at midterm and 2.83 at the end of the semester. This was consistent with the Class of 2020 still achieving a level of >2. (26 of 26 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 consistent with the Class of 2020 still achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.

10. Student Was Able To Demonstrate Technical Aspects: The Class Average was 2.73 at midterm and a 2.86 at the end of the semester. This data showed an increase from the Class of 2020 and still achieving a level of > 2. (26 of 26 students achieved >2) Benchmark met.

The 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 85% for each final comp.

Given that the observed average = 2.86 at the end of the semester > the benchmark of 2.00, this objective was met (see attachment #3 RADT 2093 Composite scores - the 2.86 is shown in the last row on the second page).

1. Performance Criteria: The Class Average was a 97%. This was consistent with the Class of 2020 having a Class Average of 97.3 a year ago; both achieving a level of > 85. Benchmark met.
2. Image Evaluation: The Class Average was 97.7%. This was consistent with the Class of 2020 having a Class Average of 97.8 a year ago; both achieving a level of > 85. Benchmark met. Improvement was seen on technique.
3. Critical Thinking and Problem-Solving Skills: The Class Average was 98.4. This was consistent with the Class of 2020 average of 98.3 a year ago; both achieving a level of > 85. Benchmark met.

Summary

Given that the measures on the Clinical Evaluation Form for the class are > 2 and the Final Comp Data is > 85%, this objective is met (see attachment #4 Final Comp Data).

Attached Files

- [3 RADT2093 Composite Data for All Students.pdf](#)
- [4 Final Comp Data for All Students.pdf](#)
- [2 Sample of Final Comp Evaluations.pdf](#)
- [1 RADT 2093 Midterm Evaluations.pdf](#)

Improvement Plan/ Changes Made:

Technical aspects showed some improvement from last year. (Technical aspects is determined by patient factors and equipment factors).

Patient factors are now being taught in the radiographic labs and in the clinical setting.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RADT 21-22 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Progress: Completed

Provided By: Radiologic Technology (AS)
Budget Information: None (existing)
Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

RADT 21-22 (AS) Credentialing

Objective Number: 3.2

Start: 11/1/2021

End: 10/31/2022

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 (see attached JRCERT Standard 6 section 1 on page 3). 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 Standard 6.

Attached Files

[JRCERT Standard 6 Assessment.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met assessing the class of 2020.

For AY 2021-2022, assessing the class of (spring) 2021, the five-year credentialing pass rate (2017-2021) for the first attempt on the ARRT Board Exam in Radiography was 87% (see attachment 1-Five year average... PDF page 4 right side)

The spring 2021 credentialing pass rate on the first attempt on the ARRT was 72% (18 out of 25 students). (see attachment 2, 3, and 4) Note that 25 out of 26 students took the exam with a mean scaled score of 77.5 (see attachment 2).

The 2021 national credentialing pass rate for the first attempt on the ARRT was 83.8%. (see attachment 4).

Given that the observed value for the five year average of 87% > the JRCERT benchmark of 75%, this objective is met.

Attachments:

1. 5 year average ARRT Exam Results (Classes of 2017-2021)
2. ARRT Annual Program Summary Report 2021
3. ARRT Candidate Exam Results Report 2021 and shows a pass rate of 72%
4. ARRT National Comparison Report Class of 2021.
5. Radiography Program Effectiveness Data Class of 2021 showing credentialing pass rates.

Attached Files

- [3 ARRT Candidate Exam Results 2021.pdf](#)
- [2 ARRT Annual Program Summary Report \(21\).pdf](#)
- [1 Five year average ARRT exam report \(17-21\).pdf](#)
- [4 ARRT National Comparison Report \(21\).pdf](#)
- [5 Program Effectiveness Report 2021.pdf](#)

Improvement Plan/ Changes Made:

Improvement Plan

The 5-year average met the 75% benchmark; however the 2021 cohort pass rate was 72%. An improvement plan has been initiated by the program. Students must pass each semester exam with a minimum of 77%. Students who do not meet the benchmark must receive remediation and retake the exam. Only 3 attempts are permitted. Only original test scores are utilized for test grades.

Note that the original score remains. The remediation passing score is required to demonstrate knowledge and understanding in order to complete the course objectives and prepare for the ARRT exam.

Attached Files

- [Remediation Policy.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RADT 21-22 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

RADT 21-22 (AS) Retention

Objective Number: 3.3

Start: 11/1/2021

End: 10/31/2022

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 and specify 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 2021 (see brown text on page 1)
- JRCERT Standard 6 Assessment (see brown text on pages 3-4)

Attached Files

[Effectiveness Plan Class of 2021.pdf](#)
[JRCERT Standard 6 Assessment.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met for the class of spring 2020.

For AY 2020-2021 examining the class of 2021, 100% of the cohort completed the program in Spring 2021.

Given that the observed value of 100% for the class of (spring) 2021 > the established benchmark by JRCERT of 75%, this objective is met.

Attachments:

1. 5 Year Program Completion Rate 2021
2. JRCERT Program Completion Rate Calculation
3. Program Effectiveness Data 2021 (see the completion rate at the bottom of the page)

Attached Files

[3 Program Effectiveness Data 2021.pdf](#)
[2 JRCERT Program Completion Calculation.pdf](#)
[1 5-year Program Completion Rate 2021.pdf](#)

Improvement Plan/ Changes Made:

26 of 26 students completed the program in 2021 resulting in 100% retention. The RADT 1000 course content was improved to prepare possible applicants for the rigor of the RADT program. Continue to provide program requirements to students prior to selection.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RADT 21-22 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

- 3. Expand Partnerships
- 4. Culture of Continuous Improvement.

RADT 21-22 (AS) Employment

Objective Number: 3.4

Start: 11/1/2021

End: 10/31/2022

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 11.501F b. on page 2 of the PDF)
- JRCERT Standard 6 Assessment (see brown text on page 3 in the 6.1 PDF below)

Attached Files

[JRCERT Standard 6 Assessment.pdf](#)

[JRCERT Rights & Responsibilities of Sponsors.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2020-2021, students who graduated in Spring 2021 were assessed. 100% Job Placement (23 of 23) Note: 3 graduates did not pass the ARRT and did not seek employment. The JRCERT defines not actively seeking employment as (see JRCERT Standard 6 Assessment above "Job Placement Rate on page 4 of the PDF).

1. graduate fails to communicate with program officials regarding employment status after multiple attempts,
2. graduate is unwilling to seek employment that requires relocation,
3. graduate is unwilling to accept employment, for example, due to salary or hours,
4. graduate is on active military duty, and/or

graduate is continuing education

Given the observed score for the Class of 2021 = 100% > the JRCERT benchmark = 75%, this objective is met.

Attachments:

Program Effectiveness Data 2021 noting that the 5-year job placement rate post 12 months graduation is 100%.

Program Effectiveness Plan 2021 showing that the objective was met.

Attached Files

[Program Effectiveness Data 2021.pdf](#)

[Program Effectiveness Plan 2021.pdf](#)

Improvement Plan/ Changes Made:

The RADT job market continues to improve. Students have many options for employment including hospitals, urgent care facilities, and mobile x-ray. Students are also acquiring jobs in various imaging modalities.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RADT 21-22 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Respiratory Care (AS)

RC 21-22 (AS) Professional Competency

Objective Number: 4.1**Start: 11/1/2021****End: 10/31/2022****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 Devices, and Infection Control

Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble/ 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 practice
- 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 has 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 1. 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 2. 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 = 6.4 points)
- B. perform clinical assessment (national benchmark = 6.7 points)
- C. perform procedures to gather clinical information (national benchmark = 7.8 points)
- D. evaluate procedure results (national benchmark = 6.4 points)
- E. recommend diagnostic procedures (national benchmark = 5.6 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 = 10.0 points)

- B. ensure infection prevention (national benchmark = 1.4 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 = 6.8 points)
- B. perform airway clearance and lung expansion techniques (national benchmark = 2.8 points)
- C. support oxygenation and ventilation (national benchmark = 9.7 points)
- D. administer medications and specialty gases (national benchmark = 2.7 points)
- E. ensure modifications are made to the respiratory care plan (national benchmark = 11.8 points)
- F. utilize evidence-based practice (national benchmark = 4.1 points)
- G. provide respiratory care in high-risk situations (national benchmark = 3.4 points)
- H. assist a physician/provider in performing procedures (national benchmark = 2.6 points)
- I. conduct patient and family education (national benchmark = 2.0 points)

Attached Files

- [2. Outcomes Thresholds Grid \(1\). 2020 Standards .pdf](#)
- [1. TMC Scores by Content Area I.E. 2021.2022.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021 that assessed the class of fall 2020, this objective was met.

The Respiratory Care Program is taught at the LSU Eunice site only.

For AY 2021-2022 examining the class of December 2021, 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 attachment 1 below: Student RRT NBRC Practice Exam Report)

For AY 2021-2022, the data is analyzed for the class completing the program in December 2021. Each of the 13 new candidates took the NBRC (note there is one repeat). The TMC Scores by Content Area for this report will reveal the high-cut-score of 92 and low-cut-score of 86 (see attachment 2 below highlighted blue and green)

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 2021-2022 cohort's results under the All-Candidate section and, all percentages of the National Mean in relation to the Program Mean Score surpassed the 85% threshold. The 2021-2022 cohort achieved a Program Mean Score of 109.2 on the TMC Scores by Content Area compared to the National Mean score of 92.2 resulting in 118% of National Mean. (see the "All Candidate Summary" section of attachment 3 below).

The purpose for analyzing the "All Candidate Summary" rather than "New Candidate Summary" is because the program had one student who had to repeat the TMC examination (see top section of attachment 4 below-the 2021 shows one repeater on the right). This section captures the entire cohort; those that took the exam and passed on 1st attempt and any graduate from this cohort who may have had to repeat. Therefore, "All Candidate Summary" is the more accurate data to analyze.

Data broken out by student learning outcomes follows: LSU Eunice TMC Scores by Content Area (see the "All Candidate Summary" section in attachment 3)

1: Patient data (LSUE = 38.3 points > National = 32.9 points)

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (LSUE = 7.6 points > National = 6.4 points)
- B. Perform clinical assessment (LSUE = 8.1 points > National = 6.7 points)
- C. Perform procedures to gather clinical information (LSUE = 8.9 points > National = 7.8 points)
- D. Evaluate procedure results (LSUE = 7.1 points > National = 6.4 points)
- E. Recommend diagnostic procedures (LSUE = 6.6 points > National = 5.6 points)

II. Troubleshooting and quality control of devices (LSUE = 15.6 points > National = 13.4 points)

- A. Assemble/troubleshoot devices (LSUE = 11.6 points > National = 10.0 points)
- B. Ensure infection prevention (LSUE = 1.5 points < National = 1.4 points)
- C. Perform quality control procedures (LSUE = 2.5 points > National = 2.0 points)

III. Initiation and modification of interventions (LSUE = 55.2 points > National = 45.9 points)

- A. Maintain a patent airway including the care of artificial airways (LSUE = 8.7 points > National = 6.8 points)
- B. Perform airway clearance and lung expansion techniques (LSUE = 2.9 points > National = 2.8 points)
- C. Support oxygenation and ventilation (LSUE = 11.7 points > National = 9.7 points)
- D. Administer medications and specialty gases (LSUE = 3.4 points > National = 2.7 points)
- E. Ensure modifications are made to the respiratory care plan (LSUE = 14.4 points > National = 11.8 points)
- F. Utilize evidence-based practice (LSUE = 4.6 points > National = 4.1 points)

- G. Provide respiratory care in high-risk situations (LSUE = 4.0 points > National = 3.4 points)
- H. Assist a physician /provider in performing procedures (LSUE = 3.4 points > National = 2.6 points)
- I. Conduct patient and family education (LSUE = 2.1 points = National = 2.0 points)

Of the 17 components in the Detailed Content Matrix, LSU Eunice students' scores surpassed all areas with the lowest area of 104% of National Mean to the highest area of 131% of National Mean.

Given that the observed score of 109.2 > National benchmark of 92.2 and 100% of the students passed the TMC examination > 3- year average of 60% benchmark, this objective was met.

Attached Files

- [1. TMC Practice Exam B Score Report Cohort 2021 graduate.pdf](#)
- [2. TMC graduate performance Cohort 2021. edited.pdf](#)
- [3. TMC Scores by Content Area Cohort 2021.pdf](#)
- [4. Annual School Summary Cohort 2019, 2020, 2021.pdf](#)

Improvement Plan/ Changes Made:

The TMC Scores by Content data provides the faculty areas that require improvement. Even though, all 17 areas were surpassed, the faculty review the curriculum and ensure that it aligns with the NBRC matrix. In doing so, updating educational/tutorial software which includes practice examinations have made positive outcomes. This includes ensuring the laboratory contains the most up-to-date technology to assist the students with clinical training. In August 2021, the Program Director was awarded an Endowed Professorship which utilized \$11,000 to purchase several new pieces of laboratory equipment (see attachment 1. Endowed Professorship Award letter; see attachment 2. Endowed Professorship Purchases) and the amended Carl Perkins Funding which allowed the purchase of 63 practice clinical simulations and new TMC and CSE examinations (see 3. Carl Perkins budget., Note: the Louisiana Community and Technical College System administers the Carl Perkins grants in the State of Louisiana)

Attached Files

- [1. Endowed Professorship award letter.pdf](#)
- [2. Endowed Professorship equipment purchase.pdf](#)
- [3. Amended LSUE FY 21 22 Perkins RC. software purchase.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RC 21-22 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

RC 21-22 (AS) Retention

Objective Number: 4.2

Start: 11/1/2021

End: 10/31/2022

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) (see attachment 1. Outcomes Thresholds Grid; retention section below)

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 attachment 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. (see attachment 1. CoARC Thresholds Grid. 2020 Standards below).

Program Annual Reporting Tool (see attachment 2. RCS Report CoARC Annual Report 2022 on page 8 below)

Attached Files

- [1. Outcomes Thresholds Grid. 2020 Standards.pdf](#)
- [2. RCS Report CoARC Annual Report 2022.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, examining the data from the class of December 2021, the LSU Eunice Respiratory Care cohort consisted of 14 new students and 1 re-entry totaling 15 students. The cohort lost 2 students with one eligible to re-enter in next year's selection. However, this student chose to enter into a different field. This accounts for an 87% retention rate (see attachment 1. RCS Report CoARC Annual Report 2022 page 8 below). CoARC's threshold is 70% of the total number of students in the enrollment cohort over a 3-year average (see attachment 2. Outcomes Thresholds Grid. 2020 Standards).

Given that the observed retention of 87% > CoARC's established retention of 70%, this objective is met.

Attached Files

- [1. RCS Report CoARC Annual Report 2022.pdf](#)
- [2. Outcomes Thresholds Grid \(1\). 2020 Standards .pdf](#)

Improvement Plan/ Changes Made:

The Respiratory Care 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 students' remediation within a reasonable time frame. The program faculty has also added additional components to the students 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 1. Student Evaluation)

Attached Files

[Student Clinical Evaluation sample cohort 2021.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RC 21-22 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

RC 21-22 (AS) Employment

Objective Number: 4.3

Start: 11/1/2021

End: 10/31/2022

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 attachment 1. 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 2. CoARC Employer Survey blank; see 3. 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

- [1. CoARC-Entry-Standards-7-1-2020 IE.pdf](#)
- [2. CoARC-Employer-Survey-Entry-blank.pdf](#)
- [3. CoARC-Graduate-Survey-Entry-blank.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the class of December 2021 was examined consisting of 13 graduates. All 13 (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; see 3. CoARC Annual Report 2022 page 9)

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 2021 edit.pdf](#)
- [2. CoARC graduate survey 2021 edit.pdf](#)
- [3. RCS Report CoARC Annual Report 2022.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 21-22 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4
 Progress: Completed
 Provided By: Respiratory Care (AS)
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Surgical Technology (AS)

ST 21-22 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Start: 11/1/2021

End: 10/31/2022

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 National Board of Surgical Technology and Surgical Assisting (NBSTSA) are: Upon the conclusion of the Surgical Technology Program, students will demonstrate competency in:

1. Perioperative 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, non-disposable 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 in compliance 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. The NBSTSA CST exam is an accreditation required outcomes assessment exam.

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. (see the top of page 2).

Attached Files

[ARCSTSA-Outcomes-Policy-final.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met. 100% participation and 100% pass rate.

For AY 2021-2022, 100% of the Class of 2022, 9 graduates, sat for the NBSTSA exam on 8/19/2022 and 100% passed on their first attempt.

Given that the observed participation rate was 100% and that the observed pass rate was 100% \geq the established benchmark of 100% and 70% respectfully, this objective was met.

Improvement Plan/ Changes Made:

The program purchased a subscription to Kahoot and created practice quizzes for the students to use at their leisure, in addition to the practice exams administered in the final semester of the program. Program faculty also hold reviews the two weeks between final exams and the NBSTSA exam.

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

ST 21-22 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

Provided By: Surgical Technology (AS)

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 requesting additional funds again this year for the two expansion projects.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ST 21-22 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Start: 11/1/2021

End: 10/31/2022

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](#)

[SURT 2203 Clinical III 2022.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 students 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 2020-2021, this objective was met.

For AY 2021-2022, each student was assessed on tasks and skills related to the student learning outcomes for the course. 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 PDF files below).

1. Apply theory and concepts learned in SURT lectures and laboratory to operating room practice. 1/9 received an A, 6/9 received a B, and 2/9 received a C.
2. Apply principles of aseptic technique to operating room practice. 0/9 received an A, 5/9 received a B, and 4/9 received a C.
3. Apply professional and ethical behaviors in the operating room practice. 9/9 received.
4. Be able to pull supplies and instruments for every core procedure independently. 7/9 received an A and 2/9 received a B.
5. Be able to open for surgical cases with no or little guidance. 0/9 received an A, 0/9 received a B, and 2/9 received a C.
6. Be able to set up back tables for all core procedures in a safe manner. 1/9 received an A and 8/9 received a B.
7. Be able to set up for a core procedure in 10 minutes or less. 1/9 received an A and 8/9 received a B.
8. Be able to first scrub most of the core procedures with no or little guidance. 4/9 received an A, 4/9 received a B, and 1/9 received a C.
9. Be able to aid the surgical technologist in breaking the field and pulling supplies for each procedure. 7/9 received an A and 2/9 received B.
10. Be self-directed, responsible, and have a positive demeanor and rapport with staff. 8/9 received an A and 1/9 received a B.

All 9 students successfully met the minimum requirements of a grade of 77% C or better in all of the course objectives, therefore this objective was met.

Given that the observed score (overall) was 77% \geq the established benchmark of 77%, this outcome is met.

Attached Files

- [Sample Instructor Evaluations summer 2022 3.pdf](#)
- [Sample Instructor Evaluations summer 2022 2.pdf](#)
- [Sample Instructor Evaluations summer 2022 1.pdf](#)

Improvement Plan/ Changes Made:

Even though the objective was met, the clinical faculty will increase the number of evaluations by the faculty member. The clinical instructor will evaluate each student from start to finish on a surgical procedure weekly to ensure that the students skills are developing in an appropriate sequence for a senior level student. This will also ensure the student is receiving frequent feedback to identify strengths and weakness. This will allow the student and instructor to create a plan of action to improve any deficiencies.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ST 21-22 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

Provided By: Surgical Technology (AS)

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 requesting additional funds again this year for the two expansion projects.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ST 21-22 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Start: 11/1/2021

End: 10/31/2022

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 by the number in the 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 standard summary interpretive guide below).

Programmatic retention benchmark is 60% of students that are admitted to the program and taking core courses.

Attached Files

[CAAHEP ST Standards Interpretive Guide Graduation.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 16 students were admitted and 9 graduated. Three failed courses and four self-withdrew, resulting in a 56% retention rate.

Given that the observed value of 56% < the CAAHEP's benchmark of 60%, this objective is not met. A plan of action will be submitted to ARC/STSA at the time of the next annual report, to include a detailed explanation, plan, and implementation timeline.

Improvement Plan/ Changes Made:

The program will begin offering open houses to better educate candidates on the profession, daily life of a surgical technologist, characteristics of a surgical technologist, rigor of the program, and Lafayette campus tour.

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

ST 21-22 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

Provided By: Surgical Technology (AS)

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 requesting additional funds again this year for the two expansion projects.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ST 21-22 (AAS) Employment

Objective Number: 11.4

Start: 11/1/2021

End: 10/31/2022

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 summary below).

Attached Files

[CAAHEP ST Standards Interpretive Guide Employment.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective was met. 8/9 (88.9%) graduates are currently employed, the one not employed is deciding between two job offers. Two are employed by Oil Center Surgical Plaza, two are employed at Ochsner Acadia General, one is employed at Our Lady of Lourdes, one is employed at Our Lady of Lourdes Women's and Children's, one is employed at Ochsner Lafayette General Surgical Hospital, and one is employed at Baton Rouge General Medical Center. Attached is the accreditation required outcomes tracking tool.

Given that the observe value of 88.9% > than the established benchmark of 80%, this objective is met.

Attached Files

[Outcomes-Tracking-Tool- 2022.pdf](#)

Improvement Plan/ Changes Made:

The Division of Health Sciences holds several career fairs. Hospitals are invited to the Lafayette campus to speak to the students throughout the year of the program.

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

ST 21-22 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Progress: Completed

Provided By: Surgical Technology (AS)

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 requesting additional funds again this year for the two expansion projects.

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Dual Enrollment and LSU Eunice Academy

DEAC 21-22 Increase Enrollment

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

The LSUE Academy will increase student enrollment for Fall 2021 semester over the historical mean enrollment from prior fall semesters.

Assessment/Evaluation/Measures/Strategies:

To continue to increase the enrollment in the LSUE Academy, the benchmark for the Fall 20201 enrollment will meet or exceed the historical mean unduplicated fall enrollment of **91.3** students and exceed the mean fall credit hours of **1027.3** (see Table A: LSUE Dual Enrollment and Academy Historical Data).

Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the Fall 2021 historical mean enrollment for the LSUE Academy was **109** unduplicated students enrolled in **1283** credit hours. (See LSUE Academy students and SCH's Fall 2021)

On January 21, 2020 the Director of Dual Enrollment and Academy emailed all counselors about hosting DE informational meetings for parents and students. Throughout February and March, the LSU Eunice Director of Dual Enrollment and Academy hosted in-person and Zoom informational meetings for students and parents interested in the LSUE Academy. (see RE_Student and Parent Informational meetings for LSUE Dual Enrollment ex email LAVCA)

The [LSU Eunice Dual Enrollment and Academy websites](#) were merged in AY 2021 - 2022 to provide an updated overview of the LSUE Dual Enrollment program, including the LSUE Academy.

Given that

- the observed number of unduplicated students for Fall 2021 = **109** > than the benchmark of **91.3** unduplicated students and
- the observed number of credit hours for Fall 2021 = **1283** > than the benchmark of **1027.3** credit hours

this objective was met.

Attached Files

[RE_Student and Parent Informational Meetings for LSUE Dual Enrollment ex email LAVCA.pdf](#)
[LSUE Academy students and SCH's Fall 2021.pdf](#)

Improvement Plan/ Changes Made:

The Director of Dual Enrollment and Academy will continue to host in person and online informational meetings for parents and students interested in the LSUE Academy.

Collaborate with LSU and LSU Alexandria to form a comprehensive dual enrollment program that will increase DE opportunities for students across the state.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DEAC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DEAC 21-22 Assessment of Incoming Students

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Canceled

Objective With Intended Outcomes:

The LSUE Academy will assess incoming students for academic readiness for AY 2021-2022.

Note: For AY 2021-2022, this objective has been cancelled.

Rationale: LSUE Academy students must meet Dual Enrollment eligibility requirements established by the Louisiana Board of Regents. Because of this, this objective is no longer applicable.

Assessment/Evaluation/Measures/Strategies:

Director's note: 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

[Emergency-Interim-Policy-for-Dual-Enrollment-Placement-and-Admissions-Updated-August-13-2020.pdf](#)

[AA2-22-Dual-Enrollment-June-17-2020.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this benchmark has been cancelled.

Improvement Plan/ Changes Made:

For AY2021-2022, this benchmark has been cancelled.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DEAC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DEAC 21-22 LSUE Academy Fall to Spring Retention

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Academy students will be retained from the Fall to Spring Semester.

Assessment/Evaluation/Measures/Strategies:

The benchmark for Fall to Spring retention for LSUE Academy will be within ± 2 or 3% of the historical value or greater than the historical mean average of **94.4%** for LSUE Academy students retained from Fall to Spring. 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. (see Table B in the LSUE Dual Enrollment and Academy Historical Data PDF file below).

Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. In compliance with the improvement plan from 2020 -2021, the Director continued to enforce the attendance policy and the use of the attendance tracking app to assist with retention. In addition, a two-day Academy Bootcamp was held August 2nd - 3rd for new first-time students (see fall 2021 boot camp agenda and sign-in PDF files below).

For AY 2021-2022, 89% of students were retained in Academy from Fall 2021 - Spring 2022.

LSU Eunice Director of Dual Enrollment and Academy continued to implement the new attendance policy that requires Academy students to verify daily attendance using the app I-clicker. Students were required to be on campus to verify attendance. High school administration was notified after 5 unexcused absences.

On August 2-3, 2021, a mandatory 2-day Boot Camp was held for first time Academy students that provided academic skills and knowledge. During the boot camp, sessions covered concepts such as time management, study skills, textbook resources, and background content in introductory subject areas (Math, Science, English). (See Fall 2021 Summer boot camp agenda and Fall 2021 summer boot camp sign in).

LSUE Academy students that had a D or F at midterm were placed on academic probation for the remainder of the Fall semester. These students were required to attend tutoring weekly. (See Midterm intervention fall 2021)

Since,

- 89% of students were retained in from Fall 2021 - Spring 2022 < the fall to spring historical retention = 94.8%

this objective was not met.

Attached Files

[Fall2021 summer boot camp agenda.pdf](#)

[Fall2021 summer boot camp sign in.pdf](#)

[Midterm intervention fa21.pdf](#)

[LSUE Academy Fall 2021 to Spring 2022 retention.pdf](#)

Improvement Plan/ Changes Made:

Continue to hold summer boot camps for first time academy students.

Continue to implement the I-clicker attendance policy.

Director of IE's Note: I mentioned last year that the ceiling effect may be impacting this outcome given that the benchmark was 94.4%. I believe this to be the case. Given that, I still believe is using the historical data for the benchmark rather than setting an arbitrary value.

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

DEAC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DEAC 21-22 LSUE Academy Fall to Fall Retention

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

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 2021-2022 reporting year, retention for Academy Students entering in fall 2020 and retained to fall 2021 will be examined.

Assessment/Evaluation/Measures/Strategies:

The benchmark for Fall-to-Fall retention for LSUE Academy will be greater than the historical mean average of **83.4%** for LSUE Academy students retained from Fall to Fall. 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: LSUE Dual Enrollment and Academy Historical Data PDF file below).

Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2019-2020, this objective was met.

For AY 2020-2021, the historical mean for percentage of students retained from Fall to Fall was **83.4%** of students were retained in Academy from Fall 2020 - Fall 2021.

LSU Eunice Director of Dual Enrollment and Academy continued to implement the new attendance policy that requires Academy students to verify daily attendance using I-clicker. Students were required to be on campus to verify attendance. High school administration was notified after 5 unexcused absences.

LSUE Academy students that had a D or F at midterm were placed on academic intervention for the remainder of the semester. These students were required to attend tutoring weekly. Students who were on academic intervention in the Fall semester and had a D or F at midterm for Spring 2021, were placed on Academic Probation. These students were required to attend a Probation conference with the Director of Academy and attend tutoring weekly. (See Probation and Intervention 21-22)

Note: More districts adopted a policy that students could not continue in Academy if they made a D or F in a dual enrollment course.

Since,

- **68.88%** of students were retained in Academy from Fall 2020 - Fall 2021 < the fall-to-fall historical retention = **83.4%** (see FA2020 to FA2021 Retention of 11th grade Academy students)

this objective was not met.

Attached Files

[FA2020 to FA2021 Retention of 11th grade Academy students.pdf](#)
[Probation and Intervention 21-22.pdf](#)

Improvement Plan/ Changes Made:

Continue to implement the Academic Intervention and Probation program for students with D or F at midterm.

Continue to implement and monitor the I-Clicker attendance policy.

Since the director feels that there is a direct correlation between COVID-19 and decreasing retention rates for 11th grade students, the data will continued to be monitored to determine the potential effect of COVID-19 on the retention of on campus Academy students.

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

DEAC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DEAC 21-22 Compare New FF Academy Students to new FF LSUE Students

Objective Number: 1.5

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

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.

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 GPA's 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 AY 2020-2021, this objective was met.

For AY 2021-2022, 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 continued to implement an attendance policy for all Academy students. Students were required to log their attendance on campus utilizing an app called I-clicker. As a student reached more than 5 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 **3.112**. LSU Eunice first time freshman in the Fall obtained a mean Fall semester GPA of **2.102**.

For Spring 2021, new first-time students in the academy had a GPA of **3.306** compared to LSU Eunice first-time freshman that had a mean GPA of **1.914** (see FA21-SP22 GPA).

Given that the LSUE First time Academy students

- Fall 2020 GPA of **3.112** > LSUE First-time Freshman Fall 2020 GPA of **2.102** and
- Spring 2021 GPA of **3.306** > LSUE First-time Freshman Spring 2021 GPA of **1.914**

the objective was met.

Attached Files

[FA21-SP22 GPA.pdf](#)

[UNIV1000 syllabus \(1\).pdf](#)

Improvement Plan/ Changes Made:

Provide email to Academy students at the beginning of the semester regarding tutoring resources and textbook resources that will assist academic success.

Conduct a two-day Bootcamp for all first-time Academy students that focuses on academic skills and learning techniques specific to each subject area.

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 any course taken as Dual Enrollment. LSU Eunice 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 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

DEAC 21-22 Increase Enrollment

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

The LSUE Dual Enrollment Program will increase student enrollment over the historical mean fall enrollment.

Assessment/Evaluation/Measures/Strategies:

To continue to increase enrollment in dual enrollment, the benchmark for Fall 2021 enrollment will meet or exceed the historical mean unduplicated Fall enrollment of **460** students and **2157.7** credit hours. (See Table D: LSUE Academy Dual Enrollment & Academy Historical Data).

Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, for Fall 2021, LSUE Dual Enrollment had **585** students enrolled in **3259** credit hours. (See LSUE Dual Enrollment students and SCH's Fall 2021)

First-time LSUE dual enrollment students were enrolled in the LSU Eunice dual enrollment online orientation. All first-time registered dual enrollment students were required to complete the online orientation and submit the questionnaire at the end of the orientation as evidence of completion.

A new Assistant to the Director of Dual Enrollment and Academy was hired to assist with recruitment and enrollment procedures.

The Director of Dual Enrollment worked with districts to increase dual enrollment course offerings for high school students. Efforts resulted in Cecilia High School and MACA increasing their LSU Eunice dual enrollment course offerings for students.

On January 21, 2020 the Director of Dual Enrollment and Academy emailed all counselors about hosting Dual Enrollment informational meetings for parents and students interested in enrolling in DE for Fall 2021. Throughout February and March, the LSUE Director of Dual Enrollment and Academy hosted in-person and Zoom informational meetings for students and parents interested in the LSUE Academy. (see RE_Student and Parent Informational meetings for LSU Eunice Dual Enrollment ex email MHS)

The [LSUE Dual Enrollment and Academy websites](#) were merged in AY 2021 - 2022 to provide an updated overview of the LSUE Dual Enrollment program, including the LSUE Academy.

Given that

- the observed number of unduplicated Dual Enrollment students for Fall 2021 = **585** > than the benchmark of **460** students and
- the observed number of credit hours for Fall 2020 = **3259** > than the benchmark of **2157.7** credit hours

this objective as met.

Attached Files

[RE_ Student and Parent Informational Meetings for LSUE Dual Enrollment email ex MHS.pdf](#)
[LSUE Dual Enrollment students and SCH's Fall 2021 .pdf](#)

Improvement Plan/ Changes Made:

Continue to work with LSUE, LSU Alexandria, and LSU on developing the LSU One Dual Enrollment program and prepare to implement the new program in Fall 2022.

Continue to work with partner districts to meet changing dual enrollment needs.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DEAC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Federal/State Grants and Contracts

GRAN 21-22 Grant Training

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

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 2020-2021, this objective was met.

For AY 2021-2022, this objective is delayed due to the retirement of the Director of Grants.

Improvement Plan/ Changes Made:

n/a

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

GRAN 21-22 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: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
3. Expand Partnerships
4. Culture of Continuous Improvement.

GRAN 21-22 Grant Submissions

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022
Progress: Delayed

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 2020-2021, this objective was met.

For AY 2021-2022, this objective is delayed due to the retirement of the Director of Grants.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

GRAN 21-22 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: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
3. Expand Partnerships
4. Culture of Continuous Improvement.

GRAN 21-22 Perkins CTE Grant

Objective Number: 1.3

Start: 11/1/2021
End: 10/31/2022
Progress: Delayed

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 2020-2021, this objective was met.

For AY 2021-2022, this objective is delayed due to the retirement of the Director of Grants.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

GRAN 21-22 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: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
3. Expand Partnerships
4. Culture of Continuous Improvement.

GRAN 21-22 Grant Guidelines**Objective Number: 2.1****Start: 11/1/2021****End: 10/31/2022****Progress: Delayed****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 2020-2021, this objective was met.

For AY 2021-2022, this objective is delayed due to the retirement of the Director of Grants.

Improvement Plan/ Changes Made:

n/a

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

GRAN 21-22 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.

Goal Number: 2

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

GRAN 21-22 Adherence to Grant Guidelines

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

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 2020-2021, this objective was met.

For AY 2021-2022, this objective is delayed due to the retirement of the Director of Grants.

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

GRAN 21-22 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.

Goal Number: 2

Progress: Delayed
Provided By: Federal/State Grants and Contracts
Budget Information: none (existing)
Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Library and Student Support Services

LIB 21-22 Faculty Satisfaction with the Library

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 full-time faculty. The survey use a 5-point Likert Scale where:

- 1 is strongly disagree
- 2 is disagree
- 3 is neutral
- 4 is agree
- 5 is strongly agree
- 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 eight years (see Table 1).

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
2021	4.0	4.8	4.40	23
weighted means	3.87	4.49	4.18	181

Meeting or exceeding the mean of 4.18 is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the faculty survey was send out toward the end of spring 2022 to 64 full-time faculty with 36 (56.25%) responding. The response to

- question 20 was 3.80 with 34 faculty responding and 2 marking n/a (see faculty survey PDF below). This rating was 0.07 below the historical mean of 3.87.
- question 46 was 4.60 with 34 faculty responding and 2 marking n/a. This rating was above the historical mean of 4.49.
- the overall mean = 4.20.

Given that the overall mean = 4.20 > the benchmark established by weighted means = 4.18, this objective is met.

Attached Files

[Faculty Survey Spring 2022 Library Satisfaction.pdf](#)

Improvement Plan/ Changes Made:

Although this objective was met, the library will continue to work towards improvement in library resources and services.

During AY 2021-2022, a number of student support services were physically and administratively merged with the library. Due to the urgency of reestablishing critical student support services, duties and responsibilities were prioritized in this area. Efforts to implement the AY 2020-2021 improvement plan were not feasible or fit for the future direction of the merged Library and Learning Commons.

For AY 2022-2023, the library will work with faculty to identify, create, or modify course resources to provide free and/or low-cost materials to students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Staff Satisfaction with the Library

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 full-time 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. n/a 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).

Spring	Q17	Q38	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
2021	4.1	4.5	4.30	43
weighted means	3.84	4.13	3.98	368

Meeting or exceeding the benchmark of 3.98 is considered as successful.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the staff survey was sent out to 89 full-time staff with 50 (56.18%) responding. The responses were:

- Question 17 was 4.00 with 41 responding and 9 responding n/a (see the staff survey pdf file below). This exceeded the historical mean for the question of 3.84 by 0.16.
- Question 39 was 4.20 with 44 responding a 6-responding n/a. This exceeded the historical mean of 4.13 by 0.07 of a point.
- overall = 4.104 (using a weighted mean because of the differences in the ns). The 4.104 exceeded the historical mean of 3.98 by 0.124 points.

Given that the observed weighted mean of 4.104 > the historical mean of 3.98, this objective is met.

Attached Files

[Staff Survey Spring 2022 Library Satisfaction.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 collaborated with the Continuing Education department and was able to start a book club (see New LSUE Book Club pdf below). The book club was comprised of faculty, staff, and community members. At the request of participants, this program will be continued during AY 2022-2023.

Attached Files

[New LSUE Book Club.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Student Satisfaction with the Library

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

The Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory given to students toward the end of the spring 2022 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 four years.

- Spring 2018 was 5.96;
- Spring 2019 was 5.99;
- Spring 2020 was 6.07; and
- Spring 2021 was 6.09.

The simple mean is 6.0275.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). The overall scores were:

- All Sites: #6 = 6.36, #43 = 6.28, \bar{x} = 6.32 (n = 356)
- LSUE: #6 = 6.36, #43 = 6.36, \bar{x} = 6.36 (n = 190)
- LSUA: #6 = 4.67, #43 = 4.33, \bar{x} = 4.50 (**n = 6**). Note: With an n = 6, there is likely a quite a bit of sampling error in the data with the means of the sample are not normalized. In addition, an n = 6 likely means that the sample parameters typically are not representative of the population parameters.

- Dual Enrollment < 50% of a program: #6 = 6.14, #43 = 6.00, \bar{x} = 6.07 (n = 12). Same note as LSUA - caution is urged in interpreting the data given the low n.
- Both 8-week and 16-week Online: #6 = 6.29, #43 = 6.04, \bar{x} = 6.165 (n = 104)
- Ochsner Lafayette General Orthopedic Hospital: #6 = 6.55, #43 = 6.38, \bar{x} = 6.465 (n = 13). Same note as LSUA - caution is urged in interpreting the data given the low n.

It should be noted that all registered LSU Eunice students have access to the LSU Eunice face-to-face and online Library 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 overall mean value = 6.32 indicates that students at all sites were at least satisfied with the library's services.

Given that the overall mean value of 6.32 for all sites > the historical benchmark of 6.0275 (and the national mean for question #6 shown in the attachment of 6.14), this objective is met.

Attached Files

[NL-Sequential Site-Library.pdf](#)

Improvement Plan/ Changes Made:

Although this objective was met, the library continues to seek out ways to improve services.

During AY 2021-2022, the library investigated replacing the physical video collection with a streaming service as a supplement to course materials. Unfortunately, the cost prohibited the purchase of services at this time (see Swank Media pdf). The library worked with the Louisiana Library System (LOUIS) to offer the textbook for EDCI2027 at no cost to students (see eTextbook pdf) and will continue to seek out these opportunities during AY 2022-2023.

Attached Files

[Swank Media.pdf](#)

[eTextbook EDCI2027.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1
Progress: Completed
Provided By: Library and Student Support Services
Budget Information: none (existing)
Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Increase the Number of Library Visits

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 5 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
2020-2021	31,281
Mean:	48,795

Meeting or exceeding this mean is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was 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.

It was not 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.

For AY 2021-2022, the electronic gate counter data shows a total of 37,925 physical patron visits to the library (see file below). This is less than the benchmark of 48,795. (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 37,925 < the benchmark of 48,795, Objective 2.1 is not met.

Attached Files

[2021-2022 Month to Month Totals.pdf](#)

Improvement Plan/ Changes Made:

While the library did see an increase in visits from AY 2020-2021, this objective was still not met. Examples of efforts to raise the number of library visitors included promotions to new students during spring orientation sessions (see Spring 2022 Orientation Dates pdf) and a Black History Program that the library hosted in February 2022 (see Black History Month pdf).

Library staff will continue to promote the library at orientations, during bibliographic sessions, and by hosting library programs and events. The library now houses multiple support services, so it is expected to see an increase in traffic during AY 2022-2023.

Attached Files

[Spring 2022 Orientation Dates.pdf](#)

[Black History Month 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 Library Patron Usage and Traffic will Increase

Goal Number: 2

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Increase the Number of Items Circulated

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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. 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
2017-2018	1266
2018-2019	895
2019-2020	808
2020-2021	314
Mean:	821

Meeting or exceeding this mean is considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. 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.

For AY 2021-2022, 482 physical items were circulated (see 2021-2022 Month to Month Totals pdf).

Given that the observed value of 482 < the benchmark of 821, Objective 2.2 is not met.

Attached Files

[2021-2022 Month to Month Totals.pdf](#)

Improvement Plan/ Changes Made:

Although there was an increase in circulated items compared to AY 2020 - 2021, this objective was not met. This is because students borrow fewer physical items from the library and instead choose to access readily available digital resources.

For AY 2021-2022, library personnel continued to collect electronic book data and found that eBooks were accessed 645 times (see Ebook uses pdf) from the eBook collection. This is more than was physically circulated and an increase in usage from previous years (see Table 2).

Table 2. Number of Ebook Accesses

Academic Year	Items Circulated
2018-2019	473
2019-2020	99
2020-2021	265
2021-2022	645

At the suggestion of the Director of IE, instead of establishing a new objective for eBook accesses during AY 2022-2023, these numbers will begin to be tracked on the month-to-month spreadsheet as a new column and combined into one circulation total.

Attached Files

[Ebook Uses 2021-2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 Library Patron Usage and Traffic will Increase

Goal Number: 2

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Increase the number of Bibliographic Instructional Sessions

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 - AY 2020-2021 will be used to set the benchmark. The average number of BI sessions for these three years was 28 sessions reaching 674 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
AY 2020-2021	33	707
mean	28	674

Meeting or exceeding these benchmarks is considered successful.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the library provided 21 BI sessions for 292 students (see file below). Since the observed number of 21 sessions < the benchmark of 28 sessions and the observed number of 297 students < the benchmark of 674 students, this objective is not met.

Attached Files

[2021-2022 BI Sessions.pdf](#)

Improvement Plan/ Changes Made:

This objective was not met during AY 2021-2022 for several reasons. Four of the faculty members that requested we provide BI sessions to their classes no longer worked for LSU Eunice, and one online instructor who taught multiple sections did not ask for any sessions. An email was sent to faculty reminding them we were available to host custom BI sessions (see BI session email pdf). Additionally, the librarians were asked to temporarily oversee the Office Disability Services (ODS) while the coordinator was on medical leave, which became permanent over the year.

It is expected that AY 2022-2023 will see an increase in the number of sessions now that new faculty members have been made aware of our services and new staff has been hired to manage the daily operations of ODS.

Attached Files

[BI Session Email AY2021.pdf](#)

[Update on Library ODS conversation.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

LIB 21-22 The Library will provide guidance and instruction in library skills and information literacy.

Goal Number: 3

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

LIB 21-22 Bibliographic Instruction

Objective Number: 4.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Students will obtain foundation knowledge in the use of Library Services for their degree programs.

Assessment/Evaluation/Measures/Strategies:

This objective is assessed through student learning outcomes (SLOs) related to the Bibliographic Instruction (BI) Sessions that are presented to students upon faculty request.

The SLOs are as follows: Upon the conclusion of this bibliographic instruction session, the student will demonstrate skills related to locating and utilizing the LeDoux Library's:

- A. physical resources.
- B. digital resources.

Methodology: Students are given a paper quiz for face-to-face instruction. Students are given an online quiz (both are the same) for any online instruction. The quiz used is an internally created document to directly assess the outcomes after the bibliographic instruction.

Benchmark: Tentatively, the benchmark is established at 70%.

Director of IE's note: The benchmark is tentative because the quiz is new and was piloted in spring 2022.

Attached Files

[BI Quiz.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective did not exist.

For AY 2021-2022, there were 11 BI face-to-face sessions held in spring 2022 for 146 students. The students were given a paper quiz upon the conclusion of the session. The results were:

Overall = 75.3%
 Physical = 73.1%
 Electronic = 77.4%

Given that the observed score of 75.3% > the tentative benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Through spring 2022, the only version of BI was face-to-face. During AY 2022-2023, the library staff intends on creating an electronic version that can be use with LSU Eunice's extensive inventory of online course sections.

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

LIB 21-22 The Library will provide bibliographic instruction.

Goal Number: 4

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

Academic Advising

ACAD 21-22 Create a more structured and thorough advisor training program

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

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 2020-2021, this objective was delayed. 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.

For AY 2021-2022, during the spring semester, the Student Success Center and first-year advising were physically relocated to the library and moved under the direction of the Executive Director of Library and Student Support Services. This reorganization once again caused a complete turnover and staff shortage hindering progress on updates to the Advisor Handbook. Regarding advising workshops, there were three separate advisor training sessions held (March 23-25, 2022) for faculty and staff advisors (see Advisor Training pdf below.)

Given the situation above, this objective is partially met.

Attached Files

[Advisor Training SP2022.pdf](#)

Improvement Plan/ Changes Made:

Due to the reorganization and stabilization of this unit, this objective will be modified to include a minimum of one advisor workshop each year, and the handbook will be updated to reflect the current policies and procedures.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ACAD 21-22 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ACAD 21-22 Student Satisfaction with Academic Advising

Objective Number: 1.2**Start: 11/1/2021****End: 10/31/2022****Progress: Completed****Objective With Intended Outcomes:**

Students will be satisfied with academic advising.

Assessment/Evaluation/Measures/Strategies:

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 ($\bar{x}_{\text{national}} = 5.84$).

14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.01$).

16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 5.83$).

22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 5.79$).

35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.60$).

$\bar{x}_{\text{combined}} = 5.81$

n = 58,823

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 LSU Eunice questions to score greater than or equal to the overall national mean for the five questions of 5.81.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students responded to the RNL Student Satisfaction Survey at LSU Eunice's onsite, various off-site locations, and two online modalities (16-week and 8-week accelerated) (see Table 1 and the NL Sequential...pdf file below). The electronic survey was sent out in late spring 2022 with students receiving an email in their University account from the Dean of Student Affairs.

Table 1. Student Satisfaction with Academic Advising AY 2021-2022 Based on RNL Likert Scale.

Question	National	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	5.84	5.72	5.49	3.75	6.00	6.08	6.64
14	6.01	6.06	5.94	4.00	6.14	6.20	7.00
16	5.83	5.93	5.85	5.00	6.40	5.96	7.00
22	5.79	5.93	5.87	3.33	5.71	6.04	6.70
35	5.60	5.71	5.72	3.75	6.00	5.68	6.50
\bar{x}	5.81	5.87	5.77	3.97	6.05	5.99	6.77
n	58823	356	190	6	12	104	13

As noted in Table 1, the LSU Eunice site was 5.77 overall falling just .04 of a point below the national mean while LSU Alexandria = 3.97 meaning they were they were between dissatisfied and neutral. High School Dual Enrollment at sites < 50% of a program were 6.05 overall while online students = 5.99 and Ochsner Lafayette General was at 6.77. Please note the low ns for dual enrollment at 12 responses, Ochsner Lafayette General at 13 responses, and especially LSU Alexandria at just six responses. All three of these results can be called into question given the low n.

Given the overall n = 356, only question 3 fell below the national average when considering all student responses. Despite this, the observed overall mean = 5.87 > the national mean = 5.81. As a result, this objective is met.

Attached Files

[NL-Sequential Site-Academic Advising.pdf](#)

Improvement Plan/ Changes Made:

All first year advising has been relocated to the Student Success Center, including the addition of nursing and allied health majors. Academic Affairs and the Student Success Center will continue to offer professional development during Convocation (see PDF below).

Attached Files

[Advisor Training SP2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ACAD 21-22 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

Start: 11/1/2021

End:10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Career Services

CARSE 21-22 Career Decision Making

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 data from the three previous academic years. 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.

In AY 2020-2021, a total of 449 students completed the Kuder Assessment.

Based on these three years of data, the benchmark target for future planning cycles is set at the mean for the three years at 515.3.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The benchmark was changed following the AY 2020-2021 cycle.

For AY 2021-2022, a total of 676 students completed the Kuder assessment (see Kuder AY 21-22 pdf below).

Given that the total of 676 is > the established benchmark target of 515.3, this objective was met.

Attached Files

[Kuder AY 21-22.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, all advisors in the Student Success Center who meet with new students during their pre-advising session will inform them of the Kuder career assessment. Students will be referred 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 21-22 To assist students in declaring a major.

Goal Number: 1

Progress: Completed

Provided By: Career Services

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success

CARSE 21-22 Student Satisfaction with Career Services

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Students will be satisfied with the career information and placement services available at LSU Eunice.

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 2022 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 2021-2022, 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, and

Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

For AY 2021-2022, 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

Director of IE's Note: Given that this is the third iteration of this outcome, success (benchmark) is \geq the national average (in this case = 5.83).

In the past, 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 2022. The word "tentatively" is used as this is the third iteration of this objective using question 26.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.3%) of the 2,678 students registered for spring on the census date responded.

In terms of satisfaction, students scored career services in the following manner:

- Overall \bar{x} = 5.92, n = 356
- LSUE face-to-face site \bar{x} = 5.95, n = 190
- LSUA face-to-face site \bar{x} = 4.00, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.29, n = 12
- 8-week and 16-week online \bar{x} = 5.71, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 7.00, n = 13

The only sites to score less than the national mean were LSU Alexandria at 4.00 and online at 5.71; however, please note that the n = 6 for the LSU Alexandria site. In addition, for online, the score of 5.71 is .11 less than the national mean. The scores were high enough from the LSU Eunice site, high school dual enrollment (note n = 12), and the Ochsner Lafayette Hospital (note n = 13) to increase the score to 5.95.

Given that the observed overall mean of 5.95 > the national average of 5.83, this objective is met.

Attached Files

[NL-Sequential Site-Career Services.pdf](#)

Improvement Plan/ Changes Made:

During Spring 2022, there were a number of organizational changes at LSU Eunice. One pertinent to this outcome is that the Student Success Center was relocated under the library. Career Services was absorbed by the department; however, there is no separate position for it. This may have led to the lower scores from some of the sites.

Despite not having a dedicated position for Career Services, the Student Success Center plans on partnering with Acadiana Workforce Solutions to provide career-related services on the LSUE campus. The Workforce Instructor will be on the LSUE campus twice a week and will be available to both student and other community members.

Attached Files

[Initial Meeting with Acadiana Workforce Solutions.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

CARSE 21-22 To assist students in declaring a major.

Goal Number: 1

Progress: Completed
 Provided By: Career Services
 Budget Information: None (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:
 2. Strengthen Student Success

Disability Services

DISA 21-22 Participate in new student and athletics orientation.

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

New Objective

Students will be satisfied with Disability Services.

Old Objective

To participate in new student and athletics orientation and to educate incoming new students about the services provided by the Office of Disability Services.

Rationale

Assessing participation at orientation is of little consequence if students are not satisfied.

Director of IE's note: Concentrate on students first, but we might want to consider an objective to assess faculty satisfaction within the next few assessment years.

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 2020-2021, this objective was partially met. 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 deleted duties related to ODS. No such assessments have been developed and implemented that the Associate Vice Chancellor is aware of.

For AY 2021-2022, 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.

For AY 2021-2022, students at all sites who are registered with ODS should be surveyed to assess their satisfaction with disability services. The Associate Vice Chancellor planned to 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. However, during the spring 2022 semester, the Disability Services was physically relocated to the library and moved under the direction of the Executive Director of Library and Student Support Services. This reorganization caused a complete turnover and staff shortage to develop this survey.

Director of IE's note: As a result, this objective is delayed. Please see the attached July 2021 Org Chart and compare against the February 2022 Org Chart which shows that all of Student Affairs was placed under Academic Affairs.

Attached Files

[2-17-22 Organizational-Chart.pdf](#)

[7-1-21 Organizational-Chart.pdf](#)

Improvement Plan/ Changes Made:

n/a

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DISA 21-22 Expand campus outreach efforts to educate the campus community on services available for students with disabilities

Goal Number: 1

Progress: Delayed

Provided By: Disability Services

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

3. Expand Partnerships
4. Culture of Continuous Improvement.

DISA 21-22 Include Disability Services information on course syllabi

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Canceled

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 2020-2021, this objective was met.

For AY 2021-2022, this objective was cancelled.

Improvement Plan/ Changes Made:

Rationale for canceling: It does little good to have the statement in the syllabus if faculty and students are not satisfied with services. The Executive Director of Library and Student Support Services will work with the Director of IE to determine the best course of action to measure satisfaction of Disability Services for AY 2022-2023.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

DISA 21-22 Expand campus outreach efforts to educate the campus community on services available for students with disabilities

Goal Number: 1

Progress: Delayed

Provided By: Disability Services

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Pathways to Success**PWAY 21-22 Program Completion**

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:**New objective:**

Pathways to Success students (those that need remediation in all subject areas) will complete their developmental education (DE) studies coursework.

Old objective:

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.

Rationale:

Objective now just contains the objective language. Methodology remove to conform with all other outcomes.

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 students 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 2021.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the Institutional Research report was run on July 11, 2022 for students placed in the program from summer 2004 through spring 2021. The report indicated that 5,367 students were enrolled in the program with 1,941 (36.17%) completing developmental education coursework requirements. Note that 618 transfer students throughout the U.S are included in these numbers because they earned a credential from another institution using graduation data from the National Student Clearinghouse. 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	321	104	32.40
05-06	328	146	44.51
06-07	318	133	41.82
07-08	362	143	39.50
08-09	398	138	34.67
09-10	404	114	28.22
10-11	421	162	38.48
11-12	391	139	35.55
12-13	321	119	37.07
13-14	289	117	40.48
14-15	310	134	43.23
15-16	234	124	52.99
16-17	259	71	27.41
17-18	234	95	40.60
18-19	268	83	30.97
19-20	223	62	27.80
20-21	286	57	19.93
Total	5367	1941	36.17

Table 2 indicates that completing students had a mean GPA of 2.804 finishing their developmental coursework in 1.3 years. Table 2 also indicates that 1,110 (20.68%) of the 5,367 students completing the program completed a credential at LSU Eunice or at another institution of higher education in the U.S. This data is generated by including the National Student Clearinghouse data with local data from LSU Eunice.

Table 2. Statistical Breakdown for Selected Completion Data (AY 2004-2005 through AY 2020-2021).						
Statistic	n in Cohorts	n	Percent	Mean Years to Completion	Mean GPA	Standard Deviation GPA
Program completion statistics*	5367	1941	36.17	1.320	2.804	0.634
Statistics on Students earning a credential**	5367	1110	20.68	5.662	2.805	0.743
*Statistics are based on 1,734 students due to transfers.						
**The GPA Mean and s.d. are based on 946 students due to transfers.						

Given that the observed completion rate is 36.17% which is within the 25%-40.4% range established by research, this objective is met.

Improvement Plan/ Changes Made:

While the completion data is within the benchmarks established by research, LSU Eunice administration noted that the completion rate for AY 2020-2021 (19.93%) was the lowest in the 17-year history of Pathways. This is the result a former administration largely removing many of the requirements of the program beginning in AY 2017-2018 and allowing students to take any course they wanted (subject to prerequisites).

In spring 2022, the Pathways to Success program requirements were reinstated and a coordinator hired for fall 2022 (see Pathways Coordinator pdf below). The Pathways Coordinator was one in a series of hires for the new Library Learning Commons (see 6-6-22 Report... PDF below). Additional hires were an academic advisor, tutoring specialist, and disabilities specialist (see PDF files below). In addition, the new Center began using EAB Navigate to improve student success, retention, and the completion of students. In fall 2022, faculty and staff began using the EAB Navigate platform for early alerts and interventions for issue ranging from a need for tutoring, poor academic performance, and for not attending classes (see the EAB Navigate PDFs below).

Attached Files

[Pathways Coordinator.pdf](#)

[6-6-22 Report of the Integrated Learning Center Committee.pdf](#)

[Academic Advisor and Disability Services.pdf](#)

[Academic Advisor.pdf](#)

[Academic Advising and Tutoring.pdf](#)

[EAB Navigate Academic Performance 9-14-22.pdf](#)

[EAB Navigate Attendance Referral 9-12-22.pdf](#)

[EAB Navigate Tutoring Referral 9-6-22.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PWAY 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

PWAY 21-22 Fall to Spring Retention

Objective Number: 3.2

Start: 11/1/2021

End: 10/31/2022

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:

The overall retention was generated using data from fall 2004 to spring 2005 through fall 2020 to spring 2021 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). Note that Table 1 was updated to include the raw data and the retention for all years that Pathways to Success has existed to eliminate the use of the mean.

Table 1. Pathways to Success New First-Time Students Fall to Spring Retention as a Percentage			
Initial Semester Retention Semester	Initial Enrollment	Retained One Year	Percent Retained
Fa 04 - Sp 05	202	152	75.25
Fa 05 - Sp 06	202	160	79.21
Fa 06 - Sp 07	176	134	76.14
Fa 07 - Sp 08	220	169	76.82
Fa 08 - Sp 09	240	185	77.08
Fa 09 - Sp 10	211	156	73.93
Fa 10 - Sp 11	242	186	76.86
Fa 11 - Sp 12	226	180	79.65
Fa 12 - Sp 13	213	154	72.30
Fa 13 - Sp 14	181	144	79.56
Fa 14 - Sp 15	205	151	73.66
Fa 15 - Sp 16	157	128	81.53
Fa 16 - Sp 17	173	131	75.72
Fa 17 - Sp 18	155	127	81.94
Fa 18 - Sp 19	202	147	72.77
Fa 19 - Sp 20	167	113	67.66
Fa 20 - Sp 21	248	153	61.69
Totals	3420	2570	75.15

Meeting or exceeding 75.15% will constitute success.

Assessment/Evaluation Results (Progress Report):
For AY 2020-2021, this objective was not met.

Director of IE's Note (2/24/22): The following were placed into the improvement plan from AY 2020-2021; however, there was little follow up.

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 to pathways position;
8. redesign corequisite courses to include additional instruction and support;
9. additionally, LSU Eunice 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.

For AY 2021-2022, retention data was examined from fall 2021 to spring 2022.

- LSUA: 13 new first-time students entered in fall 2021 with 10 (76.9%) being retained to spring 2022,
- LSUE: 174 new first-time students entered in fall 2021 with 121 (69.5%) being retained to spring 2022, and
- Overall: 187 new first-time students entered in fall 2021 with 131 (70.1%) being retained to spring 2022.

The decision to move this objective forward to fall 2021 to spring 2022 instead of writing on fall 2020 to spring 2021 was made by the Director of IE given that the data was available and that there was more than enough time to meet the IE deadlines. The fall 2020 to spring 2021 data was included in Table 1 and is included in the benchmark for the current year.

Given that the observed retention of 70.1% < the historical benchmark of 75.15%, this objective is not met.

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, I thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
2. All or part of this language may appear in multiple retention objectives. While this language was written for the fall-to-fall retention of new first-time students, the goal presented in the ATD Action Plan is meant to increase overall success and retention multiple programs and for fall to spring as well.

The information in this improvement plan is a summary of actions taken as a result of strategic planning, working with SWIM Digital Media (a consultant working to increase enrollment), and Achieving the Dream (ATD).

The administration of LSU Eunice asked for two reports as fall 2021 came to a conclusion in preparation for the Achieving the Dream Action Plan due in February 2022. The first report dealt with the overall success and withdrawal rates for all courses taken by all students during AY 2020-2021 (see file 1, Table 1, page 10). Table 1 noted that the overall success rate for all courses taken by all students was 72.0%. The success rate for AY 2020-2021 was then compared to longitudinal data from AY 2010-2011 through AY 2019-2020. LSU Eunice administrators were extremely concerned to find that the overall success rate in AY 2020-2021 was 2.2 percentage points below the overall longitudinal rate of 74.2% (see file 1, Table 2, page 12). The report indicated that there were issues related to success from certain student groups, namely Black (non-Hispanic), Pell Grant recipients, Pathways to Success (students needing developmental courses in all subjects, and new first-time students in general (see file 1, Table 3, page 13). Administrators were further concerned that the overall withdrawal rate for all students groups increased in AY 2020-2021 and was 1.7% above the mean for the period studied (see file 1, Table 5, page 15).

For Pathways to Success students, administrators noted that the success rate of students declined 15 percentage points from 66.6% in AY 2017-2018 to 51.6% in AY 2020-2021 with the AY 2020-2021 rate of 51.6% being 11 percentage points below the mean for the ten years studied (see file 1 Table 3 on page 13). Administrators asked the Office of Institutional Effectiveness to combine variables to further examine the impact on the Pathways to Success students. The request resulted in combining new first-time, Black (non-Hispanic) students will a Pell Grant enrolled in the Pathways to Success Program shown in file 1, Table 6 on page 16. The data and light blue line indicated a dramatic decrease in success for the targeted students to 44.2% in AY 2020-2021; this being 16.7 percentage points below the mean of 60.9% for the period studied. The target population's withdrawal rate in AY 2020-2021 was 15.9%, slightly above the mean for the period studied of 14.6% (see file 1, Table 6, page 16).

After the success and withdrawal paper was discussed, a second related report was completed in December on longitudinal fall to fall retention rates for new first-time students. This report indicated that the fall 2020 to fall 2021 retention of new first-time students was 45.8% (see file 2, Table 1, page 14); the lowest of the eleven-year study and 3.8 percentage points below the mean for the ten years. Table 2 in file 2 on page 15 detailed the decrease in retention trending from 50% in fall 2010 to fall 2011 to nearly 48.5% in fall 2020 to fall 2021 (see dotted line). The report analyzed a number of demographic characteristics with the most striking being that students earning a grade point average (GPA) ≤ 1.00 had an overall retention of 9.3% during the ten years studied (see file 2, Table 12, page 26). In addition, students earning zero credits (i.e. a GPA = 0.00)

during their first semester was also examined. The data indicated a 67.9% increase from 10.9% of the new first-time students in fall 2010 to 18.3% in fall 2020 (see file 2, Table 17, page 31). The end result was that students earning a 0.00 in their first semester only had a 4.5% probability of being retained to the next fall (see file 2, Table 18, page 32).

The Office of Institutional Effectiveness also completed an analysis of the retention of Pathways to Success students (see file 2, Table 9, page 22). The retention indicated by the orange line for new first-time Pathways to Success students showed a decline from a mean of 46.3% overall to 36.3% from fall 2020 to fall 2021. This corresponded to the time the program was transferred from Academic Affairs to Student Affairs. In addition, the number of new first-time Pathways to Success students earning a first semester GPA ≤ 1.00 increased from an average of 50 students during AY 2010-2011 to AY 2019-2020 to 111 students in AY 2020-2021; these students having a 8.2% probability of being retained (see file 2, Table 16, page 30).

Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

In addition, the ATD Action Plan (see file 5) was completed in February 2022 to address many of the issues noted above. The first 18 pages deal with what was learned in the first year as an ATD institution. Section 4 starting on page 18 required LSU Eunice to create a vision of student success for the first time. The remaining pages beginning in section 5 on page 19 required LSU Eunice personnel to create a specific action plan to increase student success in a lens of equity. Goal number one focuses on student success and retention:

1. LSU Eunice seeks to increase success and retention of new first-time students. (Note that new first-time students are named for ATD data purposes. The aim, very simply, is to increase the success and retention of all students. (see file 5 p. 19 & pp. 23-31)
 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, support for online students, and support for Pathways to Success students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Rather than wait for input from the campus community, the Vice Chancellor for Academic Affairs and Provost, along with the Executive Director of Library and Student Support Services, began implementing the following for Pathways to Success Students in January 2022 for the spring 2022 semester:

- Correcting the Pathways to Success student contract;
- tracking and reinstating the attendance policy;
- issuing academic interventions;
- addressing class scheduling issues for the fall 2023 semester.

Attached Files

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PWAY 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

PWAY 21-22 Fall to Fall Retention

Objective Number: 3.3

Start: 11/1/2021

End: 10/31/2022

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 overall retention rate from fall 2004 to fall 2005 through fall 2019 to fall 2020 (see Table 1). Note that Table 1 was updated to include the raw data and the retention from all years that Pathways has existed to eliminate the use of the mean.

Table 1. Pathways to Success New First-Time Students Fall to Fall Retention as a Percentage			
Initial Semester Retention Semester	Initial Enrollment	Retained One Year	Percent Retained
Fa 04 - Fa 05	202	75	37.13
Fa 05 - Fa 06	202	99	49.01
Fa 06 - Fa 07	176	76	43.18
Fa 07 - Fa 08	220	97	44.09
Fa 08 - Fa 09	240	115	47.92
Fa 09 - Fa 10	211	99	46.92
Fa 10 - Fa 11	242	114	47.11
Fa 11 - Fa 12	226	106	46.90
Fa 12 - Fa 13	213	95	44.60
Fa 13 - Fa 14	181	91	50.28
Fa 14 - Fa 15	205	91	44.39
Fa 15 - Fa 16	157	77	49.04
Fa 16 - Fa 17	173	76	43.93
Fa 17 - Fa 18	155	82	52.90
Fa 18 - Fa 19	202	85	42.08
Fa 19 - Fa 20	167	70	41.92
Totals	3172	1448	45.65

Meeting or exceeding the 45.65% will constitute success.

Assessment/Evaluation Results (Progress Report):
For AY 2020-2021, this objective was not met.

Director of IE's Note (2/24/22): The following were placed into the improvement plan from AY 2020-2021; however, there was little follow up.

Director of IE's note: Improvement 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.

For AY 2021-2022, **fall 2020 to fall 2021 retention is being examined.**

- LSUA: There were 13 students admitted for fall 2020 with 9 (69.2%) being retained to fall 2021,
- LSUE: There were 235 students admitted for fall 2020 with 83 (35.3%) retained to fall 2021, and
- Overall, there were 248 students admitted for fall 2020 with 90 (36.3%) retained to fall 2021.

Note that the 36.3% new first-time students retained from fall 2020 to fall 2021 is the lowest one-year retention since the program began in 2004.

Given that the observed retention of 36.3% < the historical benchmark of 45.65%, this objective is not met.

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, I thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
2. All or part of this language may appear in multiple retention objectives. While this language was written for the fall-to-fall retention of new first-time students, the goal presented in the ATD Action Plan is meant to increase overall success and retention multiple programs and for fall to spring as well.

The information in this improvement plan is a summary of actions taken as a result of strategic planning, working with SWIM Digital Media (a consultant working to increase enrollment), and Achieving the Dream (ATD).

The administration of LSU Eunice asked for two reports as fall 2021 came to a conclusion in preparation for the Achieving the Dream Action Plan due in February 2022. The first report dealt with the overall success and withdrawal rates for all courses taken by all students during AY 2020-2021 (see file 1, Table 1, page 10). Table 1 noted that the overall success rate for all courses taken by all students was 72.0%. The success rate for AY 2020-2021 was then compared to longitudinal data from AY 2010-2011 through AY 2019-2020. LSU Eunice administrators were extremely concerned to find that the overall success rate in AY 2020-2021 was 2.2 percentage points below the overall longitudinal rate of 74.2% (see file 1, Table 2, page 12). The report indicated that there were issues related to success from certain student groups, namely Black (non-Hispanic), Pell Grant recipients, Pathways to Success (students needing developmental courses in all subjects, and new first-time students in general (see file 1, Table 3, page 13). Administrators were further concerned that the overall withdrawal rate for all students groups increased in AY 2020-2021 and was 1.7% above the mean for the period studied (see file 1, Table 5, page 15).

For Pathways to Success students, administrators noted that the success rate students declined 15 percentage points from 66.6% in AY 2017-2018 to 51.6% in AY 2020-2021 with the AY 2020-2021 rate of 51.6% being 11 percentage points below the mean for the ten years studied (see file 1 Table 3 on page 13). Administrators asked the Office of Institutional Effectiveness to combine variables to further examine the impact on the Pathways to Success students. The request resulted in combining new first-time, Black (non-Hispanic) students will a Pell Grant enrolled in the Pathways to Success Program shown in file 1, Table 6 on page 16. The data light blue line indicated a dramatic decrease in success for the

targeted students to 44.2% in AY 2020-2021; this being 16.7 percentage points below the mean of 60.9% for the period studied. The target population's withdrawal rate in AY 2020-2021 was 15.9%, slightly above the mean for the period studied of 14.6% (see file 1, Table 6, page 16).

After the success and withdrawal paper was discussed, a second related report was completed in December on longitudinal fall to fall retention rates for new first-time students. This report indicated that the fall 2020 to fall 2021 retention of new first-time students was 45.8% (see file 2, Table 1, page 14); the lowest of the eleven-year study and 3.8 percentage points below the mean for the ten years. Table 2 in file 2 on page 15 detailed the decrease in retention trending from 50% in fall 2010 to fall 2011 to nearly 48.5% in fall 2020 to fall 2021 (see dotted line). The report analyzed a number of demographic characteristics with the most striking being that students earning a grade point average (GPA) ≤ 1.00 had an overall retention of 9.3% during the ten years studied (see file 2, Table 12, page 26). In addition, students earning zero credits (i.e. a GPA = 0.00) during their first semester was also examined. The data indicated a 67.9% increase from 10.9% of the new first-time students in fall 2010 to 18.3% in fall 2020 (see file 2, Table 17, page 31). The end result was that students earning a 0.00 in their first semester only had a 4.5% probability of being retained to the next fall (see file 2, Table 18, page 32).

The Office of Institutional Effectiveness also completed an analysis of the retention of Pathways to Success students (see file 2, Table 9, page 22). The retention indicated by the orange line for new first-time Pathways to Success students showed a decline from an mean of 46.3% overall to 36.3% from fall 2020 to fall 2021. This corresponded to the time the program was transferred from Academic Affairs to Student Affairs. In addition, the number of new first-time Pathways to Success students earning a first semester GPA ≤ 1.00 increased from an average of 50 students during AY 2010-2011 to AY 2019-2020 to 111 students in AY 2020-2021; these students having a 8.2% probability of being retained (see file 2, Table 16, page 30).

Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

In addition, the ATD Action Plan (see file 5) was completed in February 2022 to address many of the issues noted above. The first 18 pages deal with what was learned in the first year as an ATD institution. Section 4 starting on page 18 required LSU Eunice to create a vision of student success for the first time. The remaining pages beginning in section 5 on page 19 required LSU Eunice personnel to create a specific action plan to increase student success in a lens of equity. Goal number one focuses on student success and retention:

1. LSU Eunice seeks to increase success and retention of new first-time students. (Note that new first-time students are named for ATD data purposes. The aim, very simply, is to increase the success and retention of all students. (see file 5 p. 19 & pp. 23-31)
 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, support for online students, and support for Pathways to Success students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make

appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Rather than wait for input from the campus community, the Vice Chancellor for Academic Affairs and Provost along with the Executive Director of Library and Student Support Services began implementing the following for Pathways to Success Students in January 2022 for the spring 2022 semester:

- Correcting the Pathways to Success student contract;
- tracking and reinstating the attendance policy;
- issuing academic interventions;
- addressing class scheduling issues for the fall 2023 semester.

Attached Files

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PWAY 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships

4. Culture of Continuous Improvement.

Tutoring

TUTR 21-22 Tutoring Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 2022 are (see left column of the Tutoring NL... attachment below in the Progress Report)

- 27. National Mean Score = 6.06
- 28. National Mean Score = 6.19
- Overall simple mean = 6.125

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 356 (13.3%) of the 2,678 students registered for spring on the census date responded (see the PDF file below).

In terms of satisfaction, students scored tutoring in the following manner:

- Overall $\bar{x}_{27} = 6.14$, $\bar{x}_{28} = 6.31$, $\bar{x}_{\text{both}} = 6.225$, $n = 356$
- LSU Eunice face-to-face site $\bar{x}_{27} = 6.17$, $\bar{x}_{28} = 6.27$, $\bar{x}_{\text{both}} = 6.22$, $n = 190$
- LSU Alexandria face-to-face site $\bar{x}_{27} = 6.33$, $\bar{x}_{28} = 4.00$, $\bar{x}_{\text{both}} = 5.165$, $n = 6$
- Dual enrollment sites < 50% of a program $\bar{x}_{27} = 6.25$, $\bar{x}_{28} = 6.86$, $\bar{x}_{\text{both}} = 6.555$, $n = 12$
- 8-week and 16-week online $\bar{x}_{27} = 5.87$, $\bar{x}_{28} = 6.38$, $\bar{x}_{\text{both}} = 6.125$, $n = 104$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_{27} = 7.00$, $\bar{x}_{28} = 7.00$, $\bar{x}_{\text{both}} = 7.00$, $n = 13$

As noted in the data, students at all LSU Eunice sites rated the tutoring questions "satisfied" (≥ 6), but two. The online students rated question number 27 a 5.87 and the LSU Alexandria site rated question number 28 a 4.00. In terms of the simple mean for both questions, the LSU

Alexandria site at 5.165 was the only site not meeting or exceeding the national mean of 6.125. Regardless, as noted above the n = 6 for LSU Alexandria so the sample statistic may not be representative of the population statistic.

Given that the observed overall mean of 6.225 for all sites > the national average of 6.125 and > satisfied (6.00), this objective is met.

Attached Files

[NL-SequentialSite-Tutoring.pdf](#)

Improvement Plan/ Changes Made:

During the spring 2022 semester, the Tutoring Center was physically relocated to the library and moved under the direction of the Executive Director of Library and Student Support Services. With this organizational change, the Tutoring Center continued offering traditional services, including peer tutoring (in person and virtually) and online tutoring through SmartThinking. Under a new initiative to increase tutoring availability, faculty conducted tutoring in the Learning Commons in lieu of office hours.

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 2022-2023.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

TUTR 21-22 Increase awareness of tutoring services available

Goal Number: 1

Progress: Delayed

Provided By: Tutoring

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

TUTR 21-22 Require tutoring as an early alert system for Pathways to Success students.

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 attends 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 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.

For AY 2021-2022, the Interim 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 registration and 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.

For AY 2021-2022, the Interim Vice Chancellor for Student Affairs planned on meeting with the new Coordinator for Tutoring Services to review this objective. However, during spring 2022 semester, the Tutoring Center was physically relocated to the library and moved under the direction of the Executive Director of Library and Student Support Services. This reorganization once again caused a complete turnover and staff shortage to address how faculty referrals will be received and acted upon and how tutoring registration and logs will be used to measure Pathways to Success student attendance from faculty referrals. Data is not available to report on this objective and this objective is delayed.

Improvement Plan/ Changes Made:

The Student Success Center is now fully staffed with an advisor overseeing the Pathways to Success program (see Pathways Coordinator pdf) who is working with the new Tutoring Specialist (see Academic Advising and Tutoring pdf) to manage faculty referrals for tutoring. LSUE implemented an alert system in EAB Navigate to manage tutoring referrals and has the potential to log Pathways to Success student attendance from faculty referrals. Data will be available to report on this objective in AY 2022-2023.

Attached Files

[Pathways Coordinator.pdf](#)

[Academic Advising and Tutoring.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

TUTR 21-22 Provide academic support for Pathways to Success students.

Goal Number: 2

Progress: Delayed

Provided By: Tutoring

Budget Information: `None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

Testing Center**TEST 21-22 Placement and Procedures**

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 of 5.00 or meeting or exceeding the national average. The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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 2022 question 30 = 5.98. Meeting or exceeding the 5.98 will meet this objective.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below).

In terms of satisfaction, students scored the bookstore in the following manner:

- Overall \bar{x} = 6.12, n = 356
- LSUE face-to-face site \bar{x} = 6.14, n = 190
- LSUA face-to-face site \bar{x} = 5.25, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.67, n = 12
- 8-week and 16-week online \bar{x} = 5.99, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.50, n = 13

As noted in the data, students scored the testing center question better than "somewhat satisfied" with most being at or exceeding "satisfied" Note that the sites highlighted had low n's so their results may not be representative of the population parameters at those locations.

Given the limitations, the overall \bar{x} = 6.12 > the benchmark \bar{x} = 5.98 meaning that the objective is met.

Attached Files

[NL-Sequential Site Testing Center.pdf](#)

Improvement Plan/ Changes Made:

Monitor into next year given the good results.

The Testing Center is now assisting Disability Services with testing students.

In thinking about this objective, RNL question #30 asks about assessment and course placement so while the question asks about initial course placement for new students, the assessment portion asks about assessment for continuing students. In addition, RNL sent to a randomly generated stratified sample of all students, not just first-time students. As a result, we may continue using the objective as it is for the near future.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

TEST 21-22 Student Satisfaction with Assessment and Placement Procedures

Goal Number: 1

Progress: Completed

Provided By: Testing Center

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

3. Expand Partnerships
4. Culture of Continuous Improvement.

Registrar

REG 21-22 Registrar's Office - Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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

- n/a = not applicable (has no point value)

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 2021-2022 because the objective was new in AY 2019-2020. In addition the 4.00 is "agree".

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 36 (56.25%) out of 64 faculty members completed the spring 2022 survey (see attached PDF below). Question number

- $\bar{x}_{27} = 3.60$
- $\bar{x}_{47} = 4.50$
- simple $\bar{x} = 4.05$.

As indicated by the scores, the faculty were between undecided and agree about the procedures; however, they agreed that the Registrar's Office was helpful.

Given that the observed combined score of $4.05 >$ Agreed or 4.00, this objective is met.

Attached Files

[Faculty Survey Spring 2022-Registrar.pdf](#)

Improvement Plan/ Changes Made:

The Registrar's Office is developing a customer service help guide for staff and student workers to better serve the faculty.

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

REG 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

REG 21-22 Registrar's Office - Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022 because the objective was new in AY 2019-2020.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the survey was sent out in spring 2022 with 50 (56.18%) of the 89-faculty filling out the survey (see PDF below). The results were:

- $\bar{x}_{23} = 3.50$
- $\bar{x}_{40} = 4.20$
- overall $\bar{x} = 3.85$

As noted, the combined overall mean is 3.85; however, please note that a total of 12 staff members completing the survey apparently have no contact with the Registrar's Office because they chose n/a. These might include maintenance and custodial personnel. It is difficult to tell because the survey is anonymous. Given this, it is felt that the data may be skewed slightly to the left as a result of the number of n/as. In addition, while the 3.85 has not been rounded, it could have been rounded to 4.00.

Given that the combined observed mean of 3.85 approximates the benchmark of satisfied of 4.00, this objective is tentatively met.

Attached Files

[Staff Survey Spring 2022-Registrar.pdf](#)

Improvement Plan/ Changes Made:

The Registrar's Office is developing a customer service help guide for staff and student workers to better serve the staff.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

REG 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

REG 21-22 Registrar's Office - Student Satisfaction

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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 benchmark is exceedingly somewhat satisfied (5.0) or the mean of the two questions for the national average. For AY 2021-2022, the mean of question 2 was 5.85 and the mean of question 19 was 6.03 so using a simple mean, the mean of the questions was 5.940 with an n = 58,823 (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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). Table 1 details the results for the two questions.

Table 1. Student Satisfaction with the Registrar's Office AY 2021-2022							
Number	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
2	5.85	6.20	6.09	5.60	6.63	6.33	6.55
19	6.03	6.18	6.18	3.33	6.00	6.18	6.80
	5.940	6.190	6.135	4.465	6.315	6.255	6.675
	58,823	356	190	6	12	104	13

As Table 1 indicates, each of the LSU Eunice sites had a satisfaction greater than or equal to each of the individual questions related to the Registrar's Office except the LSU Alexandria face-to-face site. Note that student in that particular program are ineligible for admission to LSU Alexandria and are somewhat irritated at the fact that they had to enroll in a developmental program to complete their developmental courses and earn a GPA greater than or equal to 2.00. In addition, LSU Eunice offers selected courses at LSU Alexandria in order for students to complete their developmental courses and transfer.

Second, please note that an n = 6 is most likely not representative of the population statistics and is not normalized. The same can be said of high school dual enrollment < 50% of a program at n = 12 and the Ochsner Lafayette General Orthopedic Hospital Site at n = 13.

Given the limitations noted, the overall observed score of 6.190 > the national average of 5.940. As a result, this objective is met.

Attached Files

[NL-SequentialSite-Registrar.pdf](#)

Improvement Plan/ Changes Made:

The Registrar's Office is developing a customer service help guide for staff and student workers to better serve the students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

REG 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Admissions

ADRE 21-22 Bengal Day

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, a total of 18 of the 20 (90%) respondents indicated they are more likely to attend LSU Eunice after attending Bengal Day, which is above the target of 75% (see attachment below). Note that only 20 (7.02%) students out of 285 responded to the electronic survey.

Given that the observed value of 90% > than the established benchmark of 75%, this objective is met.

Attached Files

[Bengal Day Survey.pdf](#)

Improvement Plan/ Changes Made:

Last year, the department said that there was a desire to provide more Bengal Days during AY 2021-2022. This goal was achieved, hosting two Bengal Days as opposed to one during the AY 2020-2021 year (see attachment below).

Recruiting staff will continue to provide prospective students and parents with a special on campus experience during Bengal Days as our premiere campus showcase event. Next year, a new benchmark will be established that includes the most recent years' data.

Attached Files

[Bengal Days 20-21 & 21-22.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ADRE 21-22 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

ADRE 21-22 Student Satisfaction with Admissions**Objective Number: 1.2****Start: 11/1/2021****End: 10/31/2022****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 2022 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 2021-2022, 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, and
- Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

The following questions will be used to assess this objective:

- 7. Admissions staff provide personalized attention prior to enrollment. (national mean = 5.78)
- 17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.78)
- 20. Students are made to feel welcome here. (national mean = 6.22)

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 LSU Eunice questions to score greater or equal to the combined national mean for the three questions = **5.927**.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). The overall scores are displayed in Table 1.

Number	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
7	5.78	6.00	5.88	2.00	6.29	6.17	6.82
17	5.78	6.07	6.11	4.00	6.67	5.95	6.70
20	6.22	6.31	6.31	4.33	6.57	6.30	6.70
	5.927	6.127	6.100	3.443	6.510	6.140	6.740
	58,823	356	190	6	12	104	13

As Table 1 indicates, each site scored above each of the national means except for the LSU Alexandria site. A couple of points to note about the LSU Alexandria site is that these are developmental students who are ineligible to LSU Alexandria give that they are a regional University. Students do not wish to be enrolled in the program to begin with, so the dissatisfaction is generally higher with all services. In addition, the site had an n = 6 which hardly normalizes so the sample statistics most likely do not represent the population parameters. The same can be said of high school dual enrollment sites with an n = 12 and the Ochsner Lafayette General Hospital site at n = 13.

With all of that said, it appears that most student were satisfied with their admissions experience given that the combined overall mean = 6.127 > the national mean of 5.927. As a result, the objective is met.

Attached Files

[NL-SequentialSite-Admissions.pdf](#)

Improvement Plan/ Changes Made:

An organizational restructuring in the Registrar/Admissions staffing has occurred in spring 2022 to provide better customer service to all students by assigning an administrative assistant to support the student's progress as to the application and admittance to the university. Also, when the administrator at LSUA is unavailable, students will be referred to the Student Success Center for assistance.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ADRE 21-22 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

ADRE 21-22 Increase Unduplicated enrollment headcount

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed**Objective With Intended Outcomes:**

Enrollment Management seeks to increase overall enrollment at LSUE and its various sites for fall 2021 (note that this objective runs a year behind due to reporting requirements).

Director of IE's note: This objective did not change to "Increase the number of applications completed by new, transfer, & reentry students" because of organizational changes in spring 2022.

Assessment/Evaluation/Measures/Strategies:

Target for this enrollment increase is to have an enrollment higher than the Fall 2021 enrollment = 3,142 students. Meeting or exceeding 3,142 would be considered success. The 3,142 is from fall 2020 (see PDF file below).

Attached Files

[Enrollment headcount FA21 to FA20.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met.

For AY 2021-2022, the enrollment for the fall 2021 was 3023. For AY 2021-2022, this objective was not met.

For AY 2022-2023, Goal 2 will be changed to: "Increase the number of new, transfer, & reentry student unduplicated headcount enrollment."

Given the Board of Regents allowance of four-year institutions to lower or eliminate some admissions requirements to attend those institutions, LSUE's enrollment was affected by this decision as students with lower grade point averages and in some cases not requiring an ACT score allowed students who would attend LSUE to attend a four-year university in the state of Louisiana.

Attached Files

[Enrollment headcount FA21 to FA20.pdf](#)

Improvement Plan/ Changes Made:

LSU Eunice will be working with a consultant firm, SWIM, to assess, identify, and improve marketing of the college (see funnel layout and draft meeting minutes from 10-14-22 Retreat attached as pdfs). In addition, LSU Eunice will have on-campus visits to local high schools and career fairs. LSU Eunice will work with The Advocate newspaper to increase our footprint and inform a wider audience as to the degrees offered by LSU Eunice. LSU Eunice will continue to build our relationship with LSU Online as their assistance in marketing and promoting 100% online degree programs.

Attached Files

[LSU_2021498_Enrollment Funnel - V1.pdf](#)
[10-24-22 DRAFT minutes from SP Session Fri Afternoon of 10-14-22.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ADRE 21-22 Increase overall Unduplicated enrollment headcount
 Goal Number: 2
 Progress: Completed
 Provided By: Admissions
 Budget Information: none (existing)
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:
 1. Ensure Access

ADRE 21-22 Immunizations

Objective Number: 3.1
Start: 11/1/2021
End: 10/31/2022
Progress: Canceled

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.

Attached Files

[LSU Eunice Immunization.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, all students have immunization holds that prevent them from registering until they have signed waivers or submitted their records.

Improvement Plan/ Changes Made:

It is no longer necessary to continue this objective because it is not a matter of being effective as Immunizations are required by law.

The decision to cancel it was made in October 2021.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ADRE 21-22 Track Student Immunization records to assure that all new students meet health requirements.

Goal Number: 3

Progress: Canceled

Provided By: Admissions

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

ADRE 21-22 Orientation

Objective Number: 4.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School dual enrollment site was closed during spring 2022 (see 2-4-22 response from SACSCOC attached below).

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, 5.950 will be used as a benchmark for the Noel Levitz Satisfaction in AY 2021-2022 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	---	---
2020-2021	6.13	361
Weighted Mean	5.950	3035

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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, this objective was met. The RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.3%) of the 2,711 students surveyed responded.

In terms of satisfaction, students scored the orientation question number 42 in the following manner:

- Overall \bar{x} = 6.04, n = 356
- LSU Eunice face-to-face site \bar{x} = 5.99, n = 190
- LSU Alexandria face-to-face site \bar{x} = 3.67, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.67, n = 12
- Online \bar{x} = 6.07, n = 104
- Ochsner Lafayette General Hospital site \bar{x} = 6.88, n = 13

As noted in the data above, respondents at the LSUA site (n = 6) were the least satisfied with orientation (mean = 3.67). However, all respondents scored the question with an overall mean of 6.04 (n = 356), which is just above “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 academic programs and not an overall new student orientation. This is mentioned only because the data was not removed. In addition, please note that the following are not normalized because of a low n: LSU Alexandria site, high school dual enrollment sites < 50% of a program, and Ochsner Lafayette General Hospital.

Given that the observed overall satisfaction mean of 6.04 > the historical benchmark of 5.950, this objective is met.

Attached Files

[NL-Sequential Site.pdf](#)

Improvement Plan/ Changes Made:

This data was shared with the Dean of Student Affairs and the academic advisor at the LSU Alexandria site. For AY 2022-2023, a more engaging orientation program will be delivered at the LSU Alexandria site to improve satisfaction with the quality and content of the orientation program at that site.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ADRE 21-22 Provide orientation for new students to acquaint themselves with the university

Goal Number: 4

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Student Affairs

STAF 21-22 Increase Fall to Spring New First-Time Student Retention

Objective Number: 1.1**Start: 11/1/2021****End: 10/31/2022****Progress: Completed****Objective With Intended Outcomes:**

LSU Eunice will increase the fall-to-spring new first-time student retention.

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).

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
FA 20	883	643	72.82
Totals	8063	6330	78.51

The Benchmark is an average of the last ten years, retention from fall 2011 to spring 2012 through fall 2020 to spring 2021 which is 78.51%.

Meeting or exceeding the 78.51% will constitute meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Given the COVID situation and stress dealt with by students, the goal was not met.

For AY 2021-2022, there were 768 new first-time students admitted to LSU Eunice in fall 2021 based on the 14th day census. A total of 572 (74.5%) were retained to the 14th day census for spring 2022.

Given that the observed retention value of 74.5% < the historical benchmark = 78.5%, this objective is not met.

Improvement Plan/ Changes Made:

The Director of IE notified the Vice Chancellor for Academic Affairs and Provost that the number of students with a GPA \leq 1.00 increased to 226 (up from 162 in fall 2020) (see file 1). The Director of IE set up a file that the Provost adjusted to meet the staff's needs to contact all of the students to see what assistance, if any, could be offered to the students. Most were contacted by a team just prior to Christmas 2021 (see file 2 about contacting and file 3 excel results). This effort was made possible by the reorganization that was being planned in fall 2021, but was implemented in spring 2022. (Compare file 4 Org Chart from 7/6/21 to file 5 Org Chart 2/17/22).

Attached Files

[File 1 12-17-21 Fowler Email to VCAA about GPA less than or equal to 1.pdf](#)

[File 2 12-21-21 Email from VCAA about Contacting Students.pdf](#)

[File 3 12-15-21 Fall 2021 Acad Standing NO RETENTION.pdf](#)

[File 5 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 4 7-6-21 Organizational-Chart.pdf](#)

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

STAF 21-22 Increase Student Retention

Goal Number: 1

Progress: Completed

Provided By: Student Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

STAF 21-22 Increase Fall to Fall New First-Time Student Retention

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

LSU Eunice will increase the fall-to-fall new first-time student retention.

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 New 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
FA 19	784	390	49.74
Totals	7180	3558	49.55

The Benchmark is the overall retention of the last nine years, retention from fall 2011-fall 2012 to fall 2019-fall 2020 which is 49.55%. Meeting or exceeding the 49.55% will constitute meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 883 new first-time students were admitted in fall 2020 with 404 of them being retained to fall 2021 at LSU Eunice yielding $404/883 \times 100 = 45.8\%$. Note that this objective does not account for students transferring to other institutions within the state of Louisiana.

Given that the observed retention of 45.8% < the historical value of 49.55%, this objective is not met.

Improvement Plan/ Changes Made:

Please note the following from the Director of IE on multiple retention objectives (February 23, 2022):

1. The lengthy reports provided as documentation below are meant to convey how seriously the LSU Eunice administration is taking the issues noted in both longitudinal studies. Usually, one page may be provided for SACSCOC documentation; however, I thought it better to convey the entire picture connecting the reports from fall 2021 to the ATD Action Plan submitted in February 2022.
2. All or part of this language may appear in multiple retention objectives. While this language was written for the fall-to-fall retention of new first-time students, the goal presented in the ATD Action Plan is meant to increase overall success and retention multiple programs and for fall to spring as well.

The information in this improvement plan is a summary of actions taken as a result of strategic planning, working with SWIM Digital Media (a consultant working to increase enrollment), and Achieving the Dream (ATD).

The administration of LSU Eunice asked for two reports as fall 2021 came to a conclusion in preparation for the Achieving the Dream Action Plan due in February 2022. The first report dealt with the overall success and withdrawal rates for all courses taken by all students during AY 2020-2021 (see file 1, Table 1, page 10). Table 1 noted that the overall success rate for all courses taken by all students was 72.0%. The success rate for AY 2020-2021 was then compared to longitudinal data from AY 2010-2011 through AY 2019-2020. LSU Eunice administrators were extremely concerned to find that the overall success rate in AY 2020-2021 was 2.2 percentage points below the overall longitudinal rate of 74.2% (see file 1, Table 2, page 12). The report indicated that there were issues related to success from certain student groups, namely Black (non-Hispanic), Pell Grant recipients, Pathways to Success (students needing developmental courses in all subjects, and new first-time students in general (see file 1, Table 3, page 13). Administrators were further concerned that the withdrawal rate for all students groups increased in AY 2020-2021 and was 1.7% above the mean for the period studied (see file 1, Table 5, page 15).

After the success and withdrawal paper was discussed, a second related report was completed in December on longitudinal fall to fall retention rates for new first-time students. This report indicated that the fall 2020 to fall 2021 retention of new first-time students was 45.8% (see file 2, Table 1, page 14); the lowest of the eleven year study and 3.8 percentage points below the mean for the ten years. Table 2 in file 2 on page 15 detailed the decrease in retention trending from 50% in fall 2010 to fall 2011 to nearly 48.5% in fall 2020 to fall 2021 (see dotted line). The report

analyzed a number of demographic characteristics with the most striking being that students earning a grade point average (GPA) ≤ 1.00 had an overall retention of 9.3% during the ten years studied (see file 2, Table 12, page 26). In addition, students earning zero credits (i.e. a GPA = 0.00) during their first semester was also examined. The data indicated a 67.9% increase from 10.9% of the new first-time students in fall 2010 to 18.3% in fall 2020 (see file 2, Table 17, page 31). The end result was that students earning a 0.00 in their first semester only had a 4.5% probability of being retained to the next fall (see file 2, Table 18, page 32).

Given declining success and retention data, the LSU Eunice administration began spring 2022 with making organizational changes that placed all of students affairs under academic affairs. This included locating the Student Success Services in the Library under a new director reporting to Academic Affairs (see file 3 July 6, 2021 Org Chart and compare to file 4 containing the February 17, 2022 Draft Org Chart).

In addition, the ATD Action Plan (see file 5) was completed in February 2022 to address many of the issues noted above. The first 18 pages deal with what was learned in the first year as an ATD institution. Section 4 starting on page 18 required LSU Eunice to create a vision of student success for the first time. The remaining pages beginning in section 5 on page 19 required LSU Eunice personnel to create a specific action plan to increase student success in a lens of equity. Goal number one focuses on student success and retention:

1. LSU Eunice seeks to increase success and retention of new first-time students. (Note that new first-time students are named for ATD data purposes. The aim, very simply, is to increase the success and retention of all students. (see file 5 p. 19 & pp. 23-31)
 - A. Create an Integrated Learning Center to strengthen holistic student support. This is to create a new student success center with a new staff to provide wrap around services that will meet student need. This may include tutoring, disability services, advising of new students, and support for online students. Other services will be determined by a committee made up from all areas of LSU Eunice, including students.
 - B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success. This initiative will begin testing a new support tool - EAB Navigate - that will increase the ease of communication with students and increase the ease of students to make appointments with their advisor, the student success center, or financial aid. Student notifications will also be made available for students having difficulty in courses or not attending so that appropriate interventions may be made to increase student success.

Through goal 1, it is hoped that LSU Eunice will better meet student needs to increase success, retention, and ultimately certificate/degree completion.

Please note that the ATD Action Plan has an additional goal to increase access to and better prepare students for high demand high wage jobs in the digital economy (see pp. 20-21 & pp. 32-37). This goal focuses on enrollment growth along with increasing literacy in fields related to the digital economy.

Attached Files

[File 2 12-17-21 Retention Report.pdf](#)

[File 1 11-24-21 FINAL Investigation into Success and Withdrawal Rates.pdf](#)

[File 5 FINAL 2-16-22 LSU Eunice ATD Action Plan.pdf](#)

[File 4 DRAFT 2-17-22 Organizational-Chart.pdf](#)

[File 3 7-6-21 Organizational-Chart.pdf](#)

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

STAF 21-22 Increase Student Retention

Goal Number: 1

Progress: Completed

Provided By: Student Affairs

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Financial Aid**FIAD 21-22 Financial Aid Awards****Objective Number: 1.1****Start: 11/1/2021****End: 10/31/2022****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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during spring 2022 (see 2-4-22 response from SACSCOC below).

Use of Noel Levitz Student Satisfaction Survey results from question number 5 for Spring 2022.

#5. Financial Aid awards are announced in time to be helpful in college planning.

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

Beginning 2019-2020, meeting objective will be exceeding or meeting the national average for the past four years which is **5.496**. (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
- 2020-2021 = 5.84

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.3%) of the 2,711 students invited to participate in the survey responded.

In terms of satisfaction, students scored the financial aid information in the following manner (see the attached PDF file below):

- Overall \bar{x} = 5.65, n = 356 (compared to 5.84, n = 361 during AY 2020-2021)
- LSUE face-to-face site \bar{x} = 5.62, n = 190
- LSUA face-to-face site \bar{x} = 3.50, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 5.40, n = 12
- 8-week and 16-week online \bar{x} = 5.73, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.00, n = 13

As noted in the data, students rated their satisfaction with information lower in AY 2021-2022 with a mean of 5.65 compared to a 5.84 in AY 2020-2021. Students also scored the financial aid question somewhat satisfied or satisfied at all face-to-face sites and online except the LSU Alexandria site. Please also keep in mind that with an n = 6 a sampling error may be occurring at LSU Alexandria. As a result, the parameters of the sample may not be similar to those of the population. The same argument can be at the dual enrollment sites < 50% of a program at n = 12 and the hospital site at n = 13.

Finally, it is worth noting that the \bar{x} of 5.65 for the overall at all LSU Eunice sites essentially equal to the national \bar{x} of 5.66. Given that the observed overall mean = 5.65 > historical mean of 5.496, this objective is met.

Attached Files

[NL-Sequential Site-Financial Aid.pdf](#)

Improvement Plan/ Changes Made:

Beginning with the 2022-2023 academic year we will designate a Financial Aid staff person to serve as liaison for student attending LSUE on the LSUA campus.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FIAD 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

FIAD 21-22 Financial Aid Resources

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that LSU Eunice closed the LSU High School Dual Enrollment site during spring 2022 (see response from SACSCOC dated 2/4/2022).

Noel Levitz Student Satisfaction Survey results from question number 23 from Spring 2022.

#23. This institution helps me identify resources to finance my education.

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

Meeting objective will be either meeting or exceeding the national average for the last five years which is 5.54 and/or the national average of 5.71 as shown in the attachment in the progress report below.

- 2016-2017 = 5.40
- 2017-2018 = 5.45
- 2018-2019 = 5.47
- 2019-2020 = 5.57
- 2020-2021 = 5.81
- \bar{x} = 5.54 (Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range.)

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.3%) of the 2,711 students registered for spring on the census date responded.

In terms of satisfaction, students scored the financial aid resources in the following manner (see the PDF file below):

- Overall \bar{x} = 5.76, n = 356 (compared to 5.65, n = 543 during AY 2019-2020)
- LSUE face-to-face site \bar{x} = 5.85, n = 190
- LSUA face-to-face site \bar{x} = 2.50, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 5.67, n = 12
- 8-week and 16-week online \bar{x} = 5.70, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.11, n = 13

As noted in the data, students at all LSU Eunice sites rated the resources between "somewhat satisfied" and "satisfied" except for the LSU Alexandria site with a $\bar{x} = 2.50$. The overall mean of 5.76 exceeds the mean from AY 2019-2020 of 5.65 and the national mean of 5.71. The only site dissatisfied was LSU Alexandria at 2.50; however, the rating should be questioned given the $n = 6$. The same can be said of the Ochsner Lafayette General site at $n = 13$ and the Dual Enrollment sites < 50% of a program with $n = 12$. None of these falls below the generally accepted $n = 30$ in order to begin to normalize and reduce sampling error.

Given that the overall observed mean = 5.76 > the five-year historical average = 5.54, this objective is met.

Attached Files

[NL-Sequential Site-Financial Resources 1.2.pdf](#)

Improvement Plan/ Changes Made:

We will continue to ensure that we provide up-to-date information in regard to financial aid programs and assistance.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FIAD 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

FIAD 21-22 Financial Aid-Scholarships

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 2016-2017 through AY 2020-2021) which is \$210,567.

Meeting or exceeding \$210,567 will be considered as meeting this objective.

Attached Files

[Scholarship Fact Book Running Totals 21-22.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the amount of scholarships awarded was \$284,000.

Since the observed value of \$284,000 > the benchmark of \$210,567. Objective 1.3 is met for 2021-2022.

Attached Files

[Scholarship Fact Book Running Totals 21-22.pdf](#)

Improvement Plan/ Changes Made:

We will continue to award maximum scholarship available and also continue to seek out new sources of funding.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FIAD 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

2. Strengthen Student Success

FIAD 21-22 Financial Aid Counseling

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during spring 2022 (see 2-4-22 response from SACSCOC below).

Noel Levitz Student Satisfaction Survey results from question number 15 from Spring 2022.

#15. Financial aid counseling is available if I need it.

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

Meeting objective will be either meeting or exceeding the five-year national average which is 5.792 and/or the national \bar{x} = 5.95.

- 2016-2017 = 5.66
- 2017-2018 = 5.69
- 2018-2019 = 5.72
- 2019-2020 = 5.81
- 2020-2021 = 6.08
- \bar{x} = 5.792 (using the simple mean since the n for each year >50,000 students)

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Interim Associate Vice Chancellor for Student Affairs. In all, 356 (13.3%) of the 2,711 students registered for spring on the census date responded.

In terms of satisfaction, students scored the financial aid counseling in the following manner (see the pdf file below):

- Overall \bar{x} = 5.96, n = 356 (compared to a \bar{x} = 6.08, n = 543 from AY 2020-2021)
- LSUE face-to-face site \bar{x} = 5.91, n = 190
- LSUA face-to-face site \bar{x} = 4.00, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.40, n = 12
- 8-week and 16-week online \bar{x} = 5.99, n = 104
- Ochsner Lafayette General Orthopedic Hospital \bar{x} = 6.70, n = 13

As noted in the data, students at all LSU Eunice sites rated the resources question essentially as "satisfied" as the overall = 5.96 indicates. It is also worth noting that the overall LSUE mean of 5.96 > the national mean of 5.95 for 58,823 students. The only site scoring below satisfied was LSU Alexandria at 4.00; however, the rating should be questioned given the n = 6. The same can be said of the Ochsner Lafayette General site at n = 13 and the Dual Enrollment sites < 50% of a program with n = 12. None of these sites approach the generally accepted n = 30 to begin to normalize the sample and reduce sampling error.

Given that the observed overall $\bar{x} = 5.96 >$ the four-year historical $\bar{x} = 5.792$ and the national $\bar{x} = 5.95$, this objective is met.

Attached Files

[NL-Sequential Site-Financial Aid Counseling 1.4.pdf](#)

Improvement Plan/ Changes Made:

We will continue to offer financial aid counseling for both current and prospective students.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FIAD 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

Residential Life

RL 21-22 Maximize In-Room Occupancy

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 four 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%
- 2021: 210/212 occupied at 99.01%

4-year average occupancy is 98.68%. The 98.68% will be used as the target benchmark from which future planning will be based.

Attached Files

[2019 INRM Report \(9-10-19\).pdf](#)

[2020 INRM Report \(9-10-20\).pdf](#)

[2018 INRM Report \(9-10-18\).pdf](#)

[2021 INRM Report by Date \(9-10-21\).pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 211 in-room occupants (out of 212 available beds) on September 10, 2022 resulting in an occupancy rate of 99.5%.

Given that the observed value of 99.5% > the historical benchmark of 98.68%, this objective was met.

Attached Files

[INRM Report 9-10-22.pdf](#)

Improvement Plan/ Changes Made:

These results were shared with all housing staff and the Dean of 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 21-22 Housing Occupancy

Goal Number: 1

Progress: Completed
 Provided By: Residential Life
 Budget Information: Not applicable
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

RL 21-22 Maximize Resident Satisfaction with Housing

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 administered survey that is conducted online via SurveyMonkey.

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.

- spring 2018: $\bar{x} = 3.44$ (n = 43)
- spring 2019: $\bar{x} = 3.31$ (n = 58)
- spring 2020: Not administered
- spring 2021: $\bar{x} = 4.08$ (n = 51)

Using a weighted \bar{x} based on the n for each year = $(3.44 \times 43 + 3.31 \times 58 + 4.08 \times 51)/(43 + 58 + 51) = 3.605$.

Success for this objective will be for respondents to indicate a mean score greater than or equal to the two-year benchmark of 3.605.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the mean score for the Housing Survey item "Overall, how satisfied are you with Bengal Village" was 4.18 (n=65) on a 5-point Likert scale (see a blank survey and the results for spring 2022 below).

Given that the observed $\bar{x} = 4.18 >$ the historical $\bar{x} = 3.605$, this objective is met.

Attached Files

[SP22 Housing Survey \(Responses\).pdf](#)

Improvement Plan/ Changes Made:

This data was shared with housing professional staff and the Dean of 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 units, replacement of all air conditioner units, and the replacement of carpet in units with vinyl flooring in several units.

Attached is a special report prepared and presented to the Chancellor's Cabinet on October 13, 2022 that describes accomplished and planned projects over the next 5 years (pages 6-11). Also attached is a facilities special project report, detailing 2022-2023 projects planned and underway.

Attached Files

[HOUSING & RES LIFE - Report 10-13-22.pdf](#)

[LSUE BV 2022 Special Projects Status Sheet.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

RL 21-22 Housing Satisfaction

Goal Number: 2

Progress: Completed
 Provided By: Residential Life
 Budget Information: Not applicable
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:
 2. Strengthen Student Success

Student Activities

SACT 21-22 Increase satisfaction with campus activities

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2011-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during spring 2022 (see 2-4-22 response from SACSCOC below).

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 2021-2022 was established by using the weighted mean for the LSU Eunice overall score from AY 2016-2017 through AY 2010-2021. Note that this is a methodological change from past years to focus on all sites.

- Weighted \bar{x} = 5.788 with n = 2,414
- Spring 2021 \bar{x} = 5.84 with n = 361
- 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 5.788 (as established above) or 6.00 (satisfied) is set for AY 2021-2022 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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.3%) of the 2,711 students responded. The following data was obtained from the RNL report (see PDF below):

- Overall \bar{x} = 6.08 with an n = 356.
- LSUE Site \bar{x} = 6.09 with an n = 190
- LSUA Site \bar{x} = 4.00 with an n = 6

- Dual enrollment $\bar{x} = 6.25$ with an $n = 12$
- Online students $\bar{x} = 5.88$ with an $n = 104$, and
- Ochsner Lafayette General $\bar{x} = 6.38$ with an $n = 13$.

The overall being 6.08 met the benchmark, but it is interesting to note that the mean at all sites exceeded the benchmark as well. The only site scoring below satisfied was LSU Alexandria at 4.00; however, the rating should be questioned given the $n = 6$. The same can be said of the Ochsner Lafayette General site at $n = 13$ and the Dual Enrollment sites $< 50\%$ of a program with $n = 12$. None of these sites approach the generally accepted $n = 30$ to begin to normalize the sample and reduce sampling error.

Given that the observed value of $6.08 >$ the historical benchmark of 5.788 (or satisfied at 6.00), this objective was met.

Attached Files

[NL-Sequential Site Campus Activities.pdf](#)

Improvement Plan/ Changes Made:

The Coordinator for Student Life and the Dean of Student Affairs will work to re-establish intramural sports on campus as an additional opportunity to engage students outside of the classroom.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

SACT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success

SACT 21-22 Activities are interactive and allow students to participate

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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:

Historical Student Engagement Survey data will provide the benchmark for this objective. The electronic survey is administered during each spring semester. Students are responding to question 9.1: LSU Eunice hosts campus events and activities that are interactive and allow me to participate. Students at all sites are invited to participate in this electronic survey in an email sent from the Dean of Students near the end of each Spring semester.

The historical benchmark was established by using those responding agree or strongly agree from AY 2017-2018 through AY 2020-2021.

- AY 2017-2018 Combined with
- AY 2018-2019: n = 120 with 81 (72.9%) responding Agree or Strongly Agree
- AY 2019-2020: The survey was not given because students left campus on March 13, 2020.
- AY 2020-2021: n = 38 with 20 (52.67%) responding Agree or Strongly Agree.
- Overall is n = 158 with 101 (63.92%) responding Agree or Strongly Agree

As a result meeting or exceeding 63.92% will meet this objective.

Attached Files

[SurveyMonkey - Student Engagement Survey.pdf](#)

[LSUE Student Engagement Survey 17-18 and 18-19.pdf](#)

[Survey Invitation Email 4-8-2022.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. 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.

For AY 2021-2022, a total of 57 respondents indicated Agree or Strongly Agree (n = 87), resulting in 65.51%, which is above the target of 63.92%.

Given that the observed value of 65.51% > the historical benchmark of 63.92%, this objective is met.

Attached Files

[Student Engagement Survey 2022 Obj 1-2.pdf](#)

Improvement Plan/ Changes Made:

The institution has observed a sizable shift from on-campus enrollment to online enrollment. This shift started with changes in course offerings related to COVID-19 in AY 2020-2021 and has continued through AY 2021-2022. Although online students and students at all sites have access to engagement opportunities at the main campus, Student Affairs needs to seek opportunities to expand engagement opportunities to online students to meet the shift in the enrollment that has been observed.

Additionally, Student Affairs will continue to monitor this data point and may consider resetting the benchmark and target for AY 2022-2023, considering the effects COVID-19 has had and continues to have on student engagement.

Lastly, because the current survey instrument does not distinguish respondents by site, this item will be included as an institution-specific item in the Ruffalo Noel Levitz survey that is administered by LSU Eunice every Spring semester. This will also likely increase the number of respondents and provide more actionable data moving forward and effectively reduce the number of surveys students are asked to complete.

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

SACT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success

Student Conduct**STCO 21-22 Timely Conduct Case Adjudication**

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Conduct cases will be closed out in a timely manner.

Assessment/Evaluation/Measures/Strategies:

All behavioral and academic misconduct cases are reported, adjudicated, and documented in Maxient (implemented in February 2020)

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 2020.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, for the 60 reported conduct violations, the average number of days between the report date and the date of case adjudication was 10 days (see pdf file below).

Given that the observed average days from report date to adjudication date of 10 days < the established benchmark of 20 days, this objective is met.

Attached Files

[Conduct Case Turnaround Report 2021-22.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.

The benchmark will be expanded in AY 2022-2023 include Feb-July 2020, then AY 2020-2021.

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

STCO 21-22 Timely Case Adjudication

Goal Number: 1

Progress: Completed

Provided By: Student Conduct

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success

STCO 21-22 Timely Student of Concern Case Adjudication**Objective Number: 1.2****Start: 11/1/2021****End: 10/31/2022****Progress: Completed****Objective With Intended Outcomes:**

Student of concern cases will be adjudicated in a timely manner.

Assessment/Evaluation/Measures/Strategies:

All student of concern cases are reported, adjudicated, and documented in Maxient implemented in February 2020.

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 2020-2021, this objective was met.

For AY 2021-2022, of the 14 reported student of concern cases, the average days from report to adjudication was 6.79 days.

Given that the observed average number of days from report to adjudication was 6.79 days < the established target of 21 days, this objective is met.

Attached Files

[SOC Case Turnaround Report 2021-22.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.

Benchmark will be expanded to AY 2021-2022 for AY 2022-2023.

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

STCO 21-22 Timely Case Adjudication

Goal Number: 1

Progress: Completed

Provided By: Student Conduct

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success

Workforce Innovation & Continuing Education**WFCE 21-22 Non-Credit Program Offerings Based on Community Need**

Objective Number: 1.1**Start: 11/1/2021****End: 10/31/2022****Progress: Completed****Objective With Intended Outcomes:**

During AY 2021-2022, the objective is to execute classes already booked and determine new classes based on community need.

Assessment/Evaluation/Measures/Strategies:

Data will be entered for the number and types of classes and programs.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 24 events held locally and through Ed2Go online totaling 196 students for fall semester only (see PDF file below). There were no events logged for spring 2022.

In addition, the office was unable to determine community need due to the Director resigning and the administrative assistant retiring.

Given the data obtained and the uncertainty with determining community need and spring 2022 events, this objective is partially met.

Attached Files

[CE Objective 1.1 Data.pdf](#)

Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost is currently conducting a search for a new Director as of November 8, 2022.

Completed by the Director of Institutional Effectiveness on November 8, 2022.

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

WFCE 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

WFCE 21-22 Courses or programs will meet clients' needs/interests.

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 2021-2022, participants 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 2021-2022, there a total of 24 events with 196 students enrolled. LSU Eunice locally sponsored ten of those events with 170 students enrolled. A total of 40 (23.5%) of the students returned their surveys and scored question number one a 100% (i.e., all students felt that the course met their needs and interests) (see Outcomes Assessment and Survey Documentation PDFs below).

Given that the observed value of 100% > the benchmark of 90%, this objective is met.

Attached Files

[2.1 Outcomes Assessment.pdf](#)
[Survey Documentation.pdf](#)

Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost is currently conducting a search for a new Director as of November 8, 2022.

Completed by the Director of Institutional Effectiveness on November 8, 2022.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

WFCE 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

WFCE 21-22 Clients will recommend Continuing Education courses or programs to others.

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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 2021-2022, 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 2020-2021, this objective was met.

For AY 2021-2022, there a total of 24 events with 196 students enrolled. LSU Eunice locally sponsored ten of those events with 170 students enrolled. A total of 29 (17.1%) of the students returned their surveys and scored question number two a 100% (i.e., all students felt that they would recommend this course to others) (see Outcomes Assessment and Survey Documentation PDFs below).

Given that the observed value of 100% > the benchmark of 90%, this objective is met.

Attached Files

- [Survey Documentation.pdf](#)
- [2.2 Outcomes Assessment.pdf](#)

Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost is currently conducting a search for a new Director as of November 8, 2022.

Completed by the Director of Institutional Effectiveness on November 8, 2022.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

WFCE 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

WFCE 21-22 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

Start: 11/1/2021

End: 10/31/2022

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. The benchmark of 90% is adopted from the 2016 American Customer Satisfaction Index.

For AY 2021-2022, participants 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 2020-2021, this objective was met.

For AY 2021-2022, there a total of 24 events with 196 students enrolled. LSU Eunice locally sponsored ten of those events with 170 students enrolled. A total of 27 (15.9%) of the students returned their surveys and scored question number three a 93.3% (i.e., all students felt that the course was a worthwhile investment of time and money) (see Outcomes Assessment and Survey Documentation PDFs below).

Given that the observed value of 93.3% > the benchmark of 90%, this objective is met.

Attached Files

[Survey Documentation.pdf](#)
[2.3 Outcomes Assessment.pdf](#)

Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost is currently conducting a search for a new Director as of November 8, 2022.

Completed by the Director of Institutional Effectiveness on November 8, 2022.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

WFCE 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

WFCE 21-22 Increase enrollment for Industry-based credentials.**Objective Number: 3.1****Start: 11/1/2021****End: 10/31/2022****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: is equal to the AY 2020-2021 number which was 49. As a result, the current benchmark for AY 2021-2022 is 49.

Director of IE's note: The benchmark was changed from an increase of 10% to remaining at the same number due to resignation of the Director and retirement of the administrative assistant.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 14 credentials offered with an enrollment of 26 students (see PDF file below). Note that data is based on fall 2021 only as there was no spring 2022 data in the file.

Given that the observed value of 26 students < the benchmark of 49 students, this objective is not met.

Attached Files

[3.1 Outcomes Assessment.pdf](#)

Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost is currently conducting a search for a new Director as of November 8, 2022.

Completed by the Director of Institutional Effectiveness on November 8, 2022.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

WFCE 21-22 Increase enrollment for industry-based credentials

Goal Number: 3

Progress: Completed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Achieving the Dream

ATD 21-22 Complete Year Two Tasks with Achieving the Dream

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

The Chancellor's Cabinet will complete year two Achieving the Dream tasks per their schedule.

Assessment/Evaluation/Measures/Strategies:

The strategies include the following:

- completing the Action Plan,
- completing subsequent reports on digital learning and the integrated learning center,
- conducted LSU Eunice's portion of the evaluation plan, and
- disaggregating data.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the

- action plan was completed and transmitted on February 16, 2022 (see file 1 file below),
- subsequent reports were submitted as required (see file 2 and 3 below),
- the interviews were held so that Education Northwest could complete their evaluation (see file 4 below), and
- for the first time in recent history, success rates, withdrawal rates, and retention rates were broken out by demographic variables recommended by Achieving the Dream - namely gender, ethnicity, and socioeconomic status by whether a student received a Pell Grant
 - AY 2020-2021 Disaggregated Course Success from 10-26-21 (see file 5)
 - Success and Withdrawal Report AY 20-21 from 11-24-21 (see file 6)
 - Retention Report from 12-17-21 (see file 7)
 - Success and Withdrawal AY 21-22 from 8-22-22 (see file 8).

As a result of completing the reports, this objective was met.

Attached Files

- [1 LSU Eunice ATD Action Plan 2-16-22.pdf](#)
- [2 Report of the Integrated Learning Center Committee 6-6-22.pdf](#)
- [5 AY 2020-2021 Disaggregated Course Success Data 10-26-21.pdf](#)
- [7 Retention Report from 12-17-21.pdf](#)
- [8 FINAL Investigation into Success and Withdrawal Rates AY 21-22 from 8-22-22.pdf](#)
- [6 Investigation into Success and Withdrawal Rates AY 20-21 from 11-24-21.pdf](#)
- [3 Proposed Plan for Digital Literacy at LSU Eunice 6-12-22.pdf](#)
- [4 ATD Rural Resiliency Year One Report 9-13-22 .pdf](#)

Improvement Plan/ Changes Made:

As AY 2022-2023 begins, the Integrated Learning Center Committee continues to meet on digital learning and the skills necessary to be successful in the digital landscape in the upcoming future. That report is expected to be completed by the end of spring 2023.

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

ATD 21-22 Complete Year Two Tasks for the Achieving the Dream Grant

Goal Number: 1

Progress: Completed

Provided By: Achieving the Dream

Budget Information: Grant funded by Achieving the Dream \$244,000

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Athletics

ATHL 21-22 Grade Point Average

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, the team GPAs were:

- Women's Softball - 3.28
- 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

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the team GPAs were:

- Women's Softball - 3.23
- Men's Baseball - 3.19
- Women's Basketball - 3.00
- Men's Basketball - 2.57
- Women's Soccer - 3.08

- Men's Soccer - 3.03

The Women's Softball Team, Men's Baseball Team, Women's Basketball Team, Women's Soccer Team, and Men'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 3.05.

Since the overall observed value of 3.05 > the benchmark of 2.50, Objective 1.1 was met.

Attached Files

[2021-2022 Men's BB Learning Outcomes.pdf](#)

[2021-2022 Men's Soccer Learning Outcomes.pdf](#)

[2021-2022 Softball Learning Outcomes.pdf](#)

[2021-2022 Women's BB Learning Outcomes.pdf](#)

[2021-2022 Women's Soccer Learning Outcomes.pdf](#)

[2021-2022 Baseball Learning Outcomes.pdf](#)

Improvement Plan/ Changes Made:

A focus on tutoring and study hall will continue.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

ATHL 21-22 To support academic achievement of student athletes using grade point average

Goal Number: 1

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

ATHL 21-22 Maintain a winning percentage**Objective Number: 2.1****Start: 11/1/2021****End: 10/31/2022****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 2020-2021, this objective was met.

For AY 2021-2022:

- Softball Program finished with a 36-22 record and a 62.1% winning percentage.
- Baseball Program finished with a 40-17 record and a 70.2% winning percentage.
- Women's Basketball finished with a 15-11 record and a 58% winning percentage.
- Men's Basketball finished with a 19-7 record and a 73.1% winning percentage.
- Women's Soccer finished with a 6-4-1 record and a 59.1% winning percentage.
- Men's Soccer finished with an 8-6-2 record and a 56.3% winning percentage.

The overall record of the Athletic Department was 122-67-3 for a 65% winning percentage. The Softball and Men's Soccer teams qualified for their respective National Tournaments while the Baseball Team finished as the Region Runner-up.

Since the observed 65% > the benchmark of 60%, Objective was tentatively met as the Women's Basketball Team, Men's Soccer Team, and Women's Soccer team fell below the 60%.

Improvement Plan/ Changes Made:

Continue to monitor winning percentage.

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

ATHL 21-22 To be successful on the field of play.

Goal Number: 2

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Business Affairs

Auxiliaries

Bookstore

BOOK 21-22 Bookstore-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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

- n/a = not applicable

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the faculty spring 2022 survey was distributed electronically in April. The response was from 36 (56.25%) of the 64 eligible faculty. The response to question 30 yielded a mean of 4.3 overall (see Bookstore... file below).

Given that the observed value of 4.30 > the benchmark of 4.00, this objective is met.

Attached Files

[Faculty Survey Spring 2022 Book Store.pdf](#)

Improvement Plan/ Changes Made:

Monitor progress into next year as the bookstore continues to expand course material offerings through Bengal Access (Redshelf).

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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

BOOK 21-22 Bookstore-Student Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Students will be satisfied with the bookstore.

Assessment/Evaluation/Measures/Strategies:

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below).

In terms of satisfaction, students scored the bookstore in the following manner:

- Overall \bar{x} = 6.19, n = 356
- LSUE face-to-face site \bar{x} = 6.21, n = 190
- LSUA face-to-face site \bar{x} = 7.00, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.20, n = 12
- 8-week and 16-week online \bar{x} = 6.02, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.30, n = 13

As noted in the data, students scored the bookstore question slightly better than "satisfied" at all face-to-face sites and online. Note that the sites highlighted had low n's so their results may not be representative of the population parameters at those locations.

Given the limitations, the overall \bar{x} = 6.19 > the benchmark \bar{x} = 6.00 meaning that the objective is met.

Attached Files

[NL-Sequential Site Book Store.pdf](#)

Improvement Plan/ Changes Made:

Monitor progress into next as the bookstore continues to expand course material offerings through Bengal Access (Redshelf).

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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Cafeteria

CAFE 21-22 Food Service-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Faculty will rate their satisfaction with food service as agreeable or higher.

Assessment/Evaluation/Measures/Strategies:

Benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2022 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 2020-2021, this objective was not met. Due to Covid-19 and other extraneous variables (see the 2020-2021 improvement plan), it was decided to monitor this into AY 2021-2022.

For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 33 as a 3.3 overall with 13 responding n/a (see attached Food service...file below). This is a slight decrease from the 3.6 from AY 2020-2021.

Given that the observed value of 3.3 < the established benchmark of 4.0, this objective is not met.

Attached Files

[Faculty Survey Spring 2022 Cafeteria.pdf](#)

Improvement Plan/ Changes Made:

On November 3, 2022, the Director of Institutional Effectiveness met with the Chartwell's Day Shift Supervisor. In the conversation, he explained that faculty/staff did not seem to be satisfied for some reason. The supervisor noted that she received no complaints over the last year and did not understand why some might not be satisfied given that many faculty and staff do not eat in the cafeteria. She also noted the various choices such as:

- The hot line option for breakfast, lunch, and dinner,
- A grill option for lunch and dinner,
- A sandwich option for lunch and dinner, and
- A Grab N Go option available all day at Starbucks.

The options noted here offer quite a bit more choices than the previous vendor.

LSU Eunice's food service is contracted out to Chartwell's giving us limited ability to implement improvement plans. Chartwell's management continues efforts to improve student, faculty and staff experience. It is unknown why faculty are not satisfied; however, Business Affairs will continue to work closely with Chartwell's management to try to increase faculty satisfaction.

LSU Eunice's contract with Chartwell's was scheduled to end May 30, 2022; however, LSU and Chartwell's agreed to a one-year extension to end June 30, 2023. LSU is currently in the bid solicitation process to determine the food service provider for the next ten years.

Attached Files

[Chartwells Amendment - Extension.pdf](#)
[LSU Dining SFO info.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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CAFE 21-22 Food Service-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Staff will rate their satisfaction with the cafeteria as agreeable or higher.

Assessment/Evaluation/Measures/Strategies:

Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring 2022 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 2020-2021, this objective was met.

For AY 2021-2022, the staff survey was distributed electronically in April. In all, 50 (56.18) of the 89 staff members responded to the survey (see attached Staff Survey ...file below). Question 26 had a mean of 3.8 with 15 staff members noting that they do not eat in the cafeteria by choosing N/A.

Given that the observed mean of 3.8 < the established benchmark of 4.0, this objective is not met.

Attached Files

[Staff Survey Spring 2022 Cafeteria.pdf](#)

Improvement Plan/ Changes Made:

On November 3, 2022, the Director of Institutional Effectiveness met with the Chartwell's Day Shift Supervisor. In the conversation, he explained that faculty/staff did not seem to be satisfied for some reason. The supervisor noted that she received no complaints over the last year and did not understand why some might not be satisfied given that many faculty and staff do not eat in the cafeteria. She also noted the various choices such as:

- The hot line option for breakfast, lunch, and dinner,
- A grill option for lunch and dinner,
- A sandwich option for lunch and dinner, and
- A Grab N Go option available all day at Starbucks.

The options noted here offer quite a bit more choices than the previous vendor.

LSU Eunice's food service is contracted out to Chartwell's giving us limited ability to implement improvement plans. Chartwell's management continues efforts to improve student, faculty and staff experience. It is unknown why staff are not satisfied; however, we will continue to work closely with Chartwell's management in an attempt to increase staff satisfaction.

LSU Eunice's contract with Chartwell's was scheduled to end May 30, 2022; however, LSU and Chartwell's agreed to a one year extension to end June 30, 2023. LSU is currently in the bid solicitation process to determine the food service provider for the next ten years.

Attached Files

[LSU Dining SFO info.pdf](#)

[Chartwells Amendment - Extension.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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

CAFE 20-21 Food Service-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Students will be satisfied with the cafeteria.

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 2022 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 2022. For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below).

In terms of satisfaction, students scored the cafeteria in the following manner (see PDF file below):

- Overall \bar{x} = 6.10, n = 356
- LSUE face-to-face site \bar{x} = 6.08, n = 190
- LSUA face-to-face site \bar{x} = 7.00, n = 6
- Dual enrollment sites < 50% of a program \bar{x} = 6.00, n = 12
- 8-week and 16-week online \bar{x} = 5.72, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.86, n = 13

As noted in the data, students scored the cafeteria question slightly better than "satisfied" at all face-to-face sites. It is rather curious that online students' satisfaction was 5.72 considering about 80% of them never come to the LSU Eunice Campus. Note that the sites highlighted had low n's so their results may not be representative of the population parameters at those locations.

Given the limitations, the overall \bar{x} = 6.10 > the benchmark \bar{x} = 5.00 meaning that the objective is met.

Attached Files

[NL-Sequential Site Cafeteria.pdf](#)

Improvement Plan/ Changes Made:

LSU is currently deciding the food service contract for the A & M campus and LSU Eunice.

Attached Files

[LSU Dining SFO info.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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Finance**FINA 21-22 Budget Preparation**

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 Aux OC FY23.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, budget request memos were sent to campus department heads, deans and Vice Chancellors in May to begin preparing the budget for the upcoming fiscal year. The budget was completed, verified and submitted to the system office by the deadline date.

Given that the budget was submitted on time, this objective is met.

Attached Files

[Requested Budget Memo - FY22-23.pdf](#)

[FY22-23 Operating Budget.pdf](#)

[FY22-23BOR1.pdf](#)

Improvement Plan/ Changes Made:

Vice Chancellor of Business Affairs will continue working closely with departments, deans and VCAA to monitor budget and expenditures throughout the year. This will allow for better planning and preparation of any budget changes that may be necessary in the next fiscal year.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FINA 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

FINA 21-22 Budget Review-Faculty**Objective Number: 2.1****Start: 11/1/2021****End: 10/31/2022****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:

The Faculty Survey will be administered during the Spring 2022 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

Given that this objective was not met recently, it was decided that an average of the historical ratings be used for the benchmark for the spring 2022 results. The historical data is:

- Spring 2018 = 3.1, n = 15
- Spring 2019 = 3.0, n = 29
- Spring 2020 = 3.3, n = 29
- Spring 2021 = 2.9, n = 23
- Four-year weighted \bar{x} = 3.082

A mean rating greater than or equal to 3.082 will be considered as meeting this objective.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. 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 causing faculty to feel that they are not part of the review process.

For AY 2021-2022, the faculty spring 2022 survey was distributed electronically in April. The response was from 36 (56.25%) of the 64 eligible faculty. The response to question 40 yielded a mean of 2.8 overall (see faculty survey budget review PDF file below). This is the lowest value in the period examined for the benchmark (since spring 2018).

Given that the observed value of 2.8 < the historical benchmark of 3.082, this objective is not met.

Attached Files

[Faculty Survey Spring 2022 Budget Review Faculty.pdf](#)

Improvement Plan/ Changes Made:

Vice Chancellor of Business Affairs sends budget request memo to department heads, deans and VCAA each year in May (see attached pdf below). It is the responsibility of the department head and/or dean to ensure that all faculty are included in the budget request process. It is possible faculty are unsatisfied with their involvement based on budget constraints and a stand still budget that does not allow room for many changes to be made.

In an effort to ensure everyone understands the budget process, the VCBA created a PowerPoint presentation that was shared with all members of cabinet and extended cabinet (see attached PDF below). The VCBA also offered to present to Faculty Senate and Staff Senate as well.

The institutions budget is now more transparent than it has ever been and faculty and staff are encouraged to ask questions and/or schedule a meeting with the VCBA if they have any questions regarding the budget or the budgeting process.

Attached Files

[Requested Budget Memo - FY22-23.pdf](#)

[LSUE Budget.pdf](#)

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

FINA 21-22 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: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

FINA 21-22 Budget Control

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, yearend financial statements showed that expenditures did not exceed revenues; therefore, the objective was met (see attachments).

Attached Files

[Year End Final.pdf](#)

[FY22 Closeout Reconciliation.pdf](#)

Improvement Plan/ Changes Made:

This objective will continue to be monitored closely and any necessary changes will be implemented as necessary to ensure expenditures do not exceed revenues.

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

FINA 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
4. Culture of Continuous Improvement.

Human Resources**HR 21-22 Search, Hire, Onboarding Processes**

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, the Manager of Human Resources resigned in May 2022. The Vice Chancellor of Business Affairs with the help of LSU A&M HRM department assumed the roles of HR until a new HR Coordinator was hired in August 2022.

The search and hire process previously put in place remains in place (BASOP HR-01, attached). Since we no longer have a dedicated Manager of Human Resources and this responsibility will be assumed by the VCBA with the help of the HR Coordinator the objective will be reviewed and/or revised.

Given the circumstances and the continuation of processes previously put in place this objective is considered met.

Attached Files

[BASOP HR-01 - Employee Searches & Hires \(3\).pdf](#)

Improvement Plan/ Changes Made:

New HR Coordinator and Vice Chancellor of Business Affairs will continue to work closely to develop streamlined processes that are beneficial to HR as well as departments.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HR 21-22 Maintain an effective Human Resources Department

Goal Number: 1

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

HR 21-22 Satisfaction with Search and Selection Procedure-Faculty

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 second year for this objective. The Faculty Survey will be administered during the Spring 2022 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 2020-2021, this objective was met.

For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 10 as a 4.1 overall with no faculty members responding n/a (see attached Faculty Survey HR...file below). This is a slight increase from the 4.0 from AY 2020-2021.

Given that the observed value of 4.1 > the established benchmark of 4.0, this objective is met.

Attached Files

[Faculty Survey Spring 2022 HR Selection.pdf](#)

Improvement Plan/ Changes Made:

This objective will be monitored given the resignation of the Human Resources Manager in May 2022 and the hire of a new HR Coordinator at the beginning of the fall 2022 semester.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HR 21-22 Maintain an effective Human Resources Department

Goal Number: 1

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

HR 21-22 Satisfaction with Search and Selection Procedures- Staff

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 objective is in its second year. The Staff Survey will be administered during the Spring 2022 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 2020-2021, this objective was tentatively met. The rationale is that the benchmark is tentative and this is the first year for this objective.

For AY 2021-2022, the staff survey was distributed electronically in April 2022. In all, 50 (56.18) of the 89 staff members responded to the survey (see attached Staff Survey...file below). Question 7 had a mean of 3.5 with five staff members choosing N/A.

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

Attached Files

[Staff Survey Spring 2022 HR selection.pdf](#)

Improvement Plan/ Changes Made:

The HR department underwent major changes with the resignation of both the HR Coordinator and the HR Manager during the spring semester. Complaints had been received and addressed with both individuals prior to their departure, some which may have led to the results of the survey.

When the HR Manager resigned in May 2022 the Vice Chancellor of Business Affairs began overseeing all of the HR processes including search and selection. With the help of LSU A&M HR department we processed actions as efficiently and effectively as possible. While working with A&M it was determined that some of our processes were more stringent and time consuming than those used on main campus. We will use this information to implement more streamlined and efficient processes in HR.

A new HR Coordinator was hired at the beginning of the fall 2022 semester. The VCBA and HR Coordinator attended trainings in Baton Rouge with LSU A&M HR to help provide improvements in this area.

This objective will be monitored and improvements will continue to be made to help increase staff satisfaction.

Attached Files

[LSUE Training Schedule - 9.21.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HR 21-22 Maintain an effective Human Resources Department

Goal Number: 1

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

HR 21-22 Audit Results

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

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 2020-2021, this objective was delayed. LSU Eunice had no audit in AY 2020-2021.

For AY 2021-2022, a civil service audit was conducted on March 28-April 2, 2022. The audit sampled actions that occurred from February 1, 2022 through February 1, 2022. LSU Eunice achieved 100% compliance in all categories.

This objective is met.

Attached Files

[Compliance Audit--LSU-E-FINAL.pdf](#)

Improvement Plan/ Changes Made:

The HR Manager resigned in May 2022. The Vice Chancellor of Business Affairs and the new HR Coordinator will review all HR policies and procedures to ensure we remain in compliance and will continue to monitor this objective.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

HR 21-22 Maintain an effective Human Resources Department

Goal Number: 1

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Purchasing

PURCH 21-22 Purchasing- Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Faculty will be satisfied with the purchasing office.

Assessment/Evaluation/Measures/Strategies:

The benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 2022 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 2020-2021, this objective was not met.

For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 41 as a 3.4 overall with 11 responding n/a (see attached Faculty Survey...file below). This is a slight decrease from the 3.6 from AY 2020-2021.

Given that the observed value of 3.4 < the established benchmark of 4.0, this objective is not met.

Attached Files

[Faculty Survey Spring 2022 Purchasing.pdf](#)

Improvement Plan/ Changes Made:

LSU Eunice has not had purchasing delegation and signature authority since 2017. The Vice Chancellor of Business Affairs worked with Baton Rouge procurement for several months to help LSUE gain signature authority and the buyer role for the campus to help alleviate the faculty and staff dissatisfaction that was previously out of our control. We officially obtained necessary delegations in April 2022. Shortly thereafter in May 2022 our designated buyer resigned. We were able to successfully fill the position again and anticipate that faculty and staff will see improvements in the near future.

We will continue to monitor this objective into next year now that LSU Eunice officially has more control over purchasing.

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

[LSUE delegations.pdf](#)

[Faculty Survey Spring 2022 Purchasing.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PURCH 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

PURCH 21-22 Purchasing- Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Staff will be satisfied with the purchasing office.

Assessment/Evaluation/Measures/Strategies:

Staff satisfaction with Purchasing will be assessed using the Spring 2022 Survey administered during either April or May. 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 2020-2021, this objective was met.

For AY 2021-2022, the staff survey was distributed electronically in April. In all, 50 (56.18) of the 89 staff members responded to the survey (see attached Staff Survey...file below). Question 33 had a mean of 4.0 with ten staff members choosing N/A.

Given that the observed mean of 4.0 = the established benchmark of 4.0, this objective is met.

Attached Files

[Staff Survey Spring 2022 Purchasing.pdf](#)

Improvement Plan/ Changes Made:

Given that a Purchasing Agent was just hired and that LSU Eunice has been given signature authority, the decision was made to monitor this objective into next year.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PURCH 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

PURCH 21-22 Purchasing-Audit

Objective Number: 1.3 (formerly 1.2)

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met. There were no purchasing audits conducted.

For AY 2021-2022, there were no findings related to purchasing in the annual financial statement audit issued March 23, 2022

This objective was met.

Attached Files

[LLA - FY21 Financial Statement system audit.pdf](#)

Improvement Plan/ Changes Made:

We will continue to work with LSU Baton Rouge procurement to ensure we remain in compliance and there are no findings on state audits.

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

PURCH 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Student Accounts

STAC 21-22 Business Affairs Student Accounts-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Faculty will rate their satisfaction with Business Affairs as helpful.

Assessment/Evaluation/Measures/Strategies:

Benchmark is agreeable (4.0) or higher as this is the second for this objective on the Faculty Survey. A score greater than or equal to the 4.0 will be considered as meeting the objective.

The Faculty Survey will be administered during the Spring 2022 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 2020-2021, this objective was met.

For AY 2021-2022, the faculty spring 2022 survey was electronically distributed in the month of April. In all, 36 (56.25%) of the 64 eligible faculty responded to the survey rating question 42 as a 4.3 overall with two responding n/a (see attached Faculty Survey...file below). This is a slight decrease from the 4.4 from AY 2020-2021.

Given that the observed value of 4.3 > the established benchmark of 4.0, this objective is met.

Attached Files

[Faculty Survey Spring 2022 Student Accounts.pdf](#)

Improvement Plan/ Changes Made:

Recommend monitoring as work progresses on the WorkDay Student Project over the next couple of years.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

STAC 21-22 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

- 1. Ensure Access
- 2. Strengthen Student Success
- 3. Expand Partnerships
- 4. Culture of Continuous Improvement.

STAC 21-22 Business Affairs Student Accounts-Staff Satisfaction**Objective Number: 1.2****Start: 11/1/2021****End: 10/31/2022****Progress: Completed****Objective With Intended Outcomes:**

Staff will rate their satisfaction with Business Affairs as helpful.

Assessment/Evaluation/Measures/Strategies:

The benchmark is agreeable (4.0) or higher as this is the second year for this objective on the Staff Survey. A score greater than or equal to the 4.0 will be considered as meeting the objective.

The Staff Survey will be administered during the Spring 2022 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 2020-2021, this objective was met.

For AY 2021-2022, the staff survey was distributed electronically in April. In all, 50 (56.18) of the 89 staff members responded to the survey (see attached Staff Survey...file below). Question 35 had a mean of 4.0 with two staff members choosing N/A.

Given that the observed mean of 4.0 = the established benchmark of 4.0, this objective is met.

Attached Files

[Staff Survey Spring 2022 Student Accounts.pdf](#)

Improvement Plan/ Changes Made:

Recommend monitoring as work progresses on the WorkDay Student Project over the next couple of years.

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

STAC 21-22 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

STAC 21-22 Business Affairs Student Accounts-Student Convenience

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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 second year for this objective.

Attached Files

- [2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)
- [9-21-20 Email on NL Methodology.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below).

In terms of satisfaction, students scored convenience of the Business Office in the following manner:

- Overall \bar{x} = 6.27, n = 356
- LSUE face-to-face site \bar{x} = 6.34, n = 190
- LSUA face-to-face site \bar{x} = 3.25, n = 6

- Dual enrollment sites < 50% of a program $\bar{x} = 6.67$, $n = 12$
- 8-week and 16-week online $\bar{x} = 6.24$, $n = 104$
- Ochsner Lafayette General Hospital $\bar{x} = 6.40$, $n = 13$

As noted in the data, students scored the Business Office question slightly better than "satisfied" at all face-to-face sites and online except the LSU Alexandria face-to-face site. However, please note that the sites highlighted had low n's so their results may not be representative of the population parameters at those locations.

Given the limitations, the overall $\bar{x} = 6.27 >$ the benchmark $\bar{x} = 6.00$ (satisfied) and 6.06 (national benchmark) meaning that the objective is met.

Attached Files

[NL-Sequential Site Business Office Convenience.pdf](#)

Improvement Plan/ Changes Made:

As with the faculty and staff, it is recommended that this objective be monitored as work progresses on the new WorkDay Student System that is to be implemented in the next few years.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

STAC 21-22 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Facility Services

FACL 21-22 Facilities Services-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2020-2021, this objective was met.

For AY 2021-2022, a total of 36 (56.25%) out of 64 faculty members completed the spring 2022 survey (see attached PDF below). with $\bar{X}_{32} = 4.60$.

As indicated by the scores, the faculty were between agree and strongly agree while only two answered not applicable. **The Director of IE** believes that these two faculty members were not located at the LSU Eunice main site and felt that they should answer as such even though they would have been evaluating their own sites. There is no point value associated with not applicable.

Given that the observed score of $4.6 > 4.0$, this objective is met.

Attached Files

[Faculty Survey Spring 2022 Facilities.pdf](#)

Improvement Plan/ Changes Made:

It is believed that much of the satisfaction is due to the facilities projects covered last year (see AY 2020-2021's improvement plan). Last year's faculty rating was 4.40.

Given that the objective was met, LSU Eunice personnel are continuing to improve facilities including adding touchless faucets and paper towel dispensers to all restrooms. Touchless water fountains have also been installed in the last year. The project is wrapping up in October 2022 (see attached file below).

Attached Files

[Facilities - Touchless Fixture Project - PO-0000191303 - ACA Mechanical Industrial LLC - C.O. #1.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FACL 21-22 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

FACL 21-22 Facilities Services-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2020-2021, this objective was met.

For AY 2021-2022, the survey was sent out in spring 2022 with 50 (56.18%) of the 89-faculty filling out the survey (see PDF below) with the results being $\bar{x}_{25} = 4.40$. Only one staff member chose not applicable which has no point value. This is down slightly from last year's value of 4.60 with 47 (47%) of 100 staff members responding to the survey.

Given that the observed value of $4.40 > 4.00$, this objective is met.

Attached Files

[Staff Survey Spring 2022 Facilities.pdf](#)

Improvement Plan/ Changes Made:

It is believed that much of the satisfaction is due to the facilities projects covered last year (see AY 2020-2021's improvement plan). Last year's faculty rating was 4.40.

Given that the objective was met, LSU Eunice personnel are continuing to improve facilities including adding touchless faucets and paper towel dispensers to all restrooms. Touchless water fountains have also been installed in the last year. The project is wrapping up in October 2022 (see attached file below).

Attached Files

[Facilities - Touchless Fixture Project - PO-0000191303 - ACA Mechanical Industrial LLC - C.O. #1.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FACL 21-22 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

FACL 21-22 Facilities Services-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

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

Assessment/Evaluation/Measures/Strategies:

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2022 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 2021-2022, 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,
- Ochsner Lafayette General Orthopedic Hospital

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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 = 6.28 for spring 2022 or students will at least be satisfied (a rating of 6 or higher).

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below).

In terms of satisfaction, students scored the facilities services in the following manner:

- Overall \bar{x} = 6.52, n = 356 (compared to 6.56, n = 361 during AY 2020-2021)
- LSUE face-to-face site \bar{x} = 6.54, n = 190
- LSUA face-to-face site \bar{x} = 4.67, n = 6

- Dual enrollment sites < 50% of a program $\bar{x} = 7.00$, $n = 12$
- 8-week and 16-week online $\bar{x} = 6.40$, $n = 104$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x} = 6.75$, $n = 13$

Similar to spring 2021, students seemed to be very satisfied with the facilities at each location except the LSU Alexandria face-to-face site; however, the data from the LSU Alexandria site can be called into question given the low n at the site; the same applies to the high school dual enrollment < 50% of a program and Ochsner Lafayette General as well. Nevertheless, the result indicates a degree of satisfaction given the limitations.

As a result, given that the observed overall score of $6.54 > 6.00$ (satisfied) and 6.52 (national average), this objective is met.

Attached Files

[NL-Sequential Site Facility Services.pdf](#)

Improvement Plan/ Changes Made:

It is believed that much of the satisfaction is due to the facilities projects covered last year (see AY 2020-2021's improvement plan). Last year's faculty rating was 4.40.

Given that the objective was met, LSU Eunice personnel are continuing to improve facilities including adding touchless faucets and paper towel dispensers to all restrooms. Touchless water fountains have also been installed in the last year. The project is wrapping up in October 2022 (see attached file below).

Attached Files

[Facilities - Touchless Fixture Project - PO-0000191303 - ACA Mechanical Industrial LLC - C.O. #1.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FACL 21-22 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access

2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

FACL 21-22 Capital Improvements

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

LSUE will seek capital improvement funding from the State of Louisiana.

Assessment/Evaluation/Measures/Strategies:

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.

The rationales for determining whether this objective is met may vary slightly from year to year.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the following ongoing projects were identified:

- Fume hood project- Completed (see file 1 below about the warrantee commencing on March 10, 2022)
- Energy Management System Replacement Phase I - Project awarded to SELECT Building Controls in the sum of \$226,914.00 and is in progress. Estimated time of completion is Spring 2023. (see file 2 notice to proceed dated September 8, 2022)
- New Baseball Stadium, Athletic Complex Facility - Currently in the Design Phase, RHH Architects. Pre-Design Conference held on October 25, 2022. Bid Documents due on August 21, 2023. (see file 3 Time Schedule dated October 13, 2022)
- Manuel Hall - Envelope Repairs and Roof Replacement - Contract in progress with low bidder - Triad Construction Services in the sum of \$1,286,000.00. (see file 4 Awarding of Contract November 3, 2022)
- Hundley Hall - Reroofing, Associated Waterproofing & Related Equipment - Contract in progress with low bidder - E. L. Habetz Builders, Inc. in the sum of \$234,000.00. (see file 5 Bid Letter dated November 1, 2022...the actual contract award was not available as this objective was being written)
- 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 6 Five Year Capital Outlay item #1...this project currently at the stage of raising matching funding).

Based on the project list here, this objective is met.

Attached Files

[file 6.pdf](#)

[file 3.pdf](#)

[file 2.pdf](#)

[file 4.pdf](#)

[file 5.pdf](#)

[file 1.pdf](#)

Improvement Plan/ Changes Made:

Continue progress with current projects. Currently seeking funds for the new Medical Gas System for the Allied Health Programs.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

FACL 21-22 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Information Technology

IT 21-22 Staff Satisfaction

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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."

Table 1. Staff Satisfaction with OIT.

Spring	Q24	Q28	Q42	\bar{x}	n
2018	3.9	4.3	4.4	4.2	40
2019	3.6	4	4.4	4	27
2020	3.8	4.4	4.5	4.23	44
2021	4.3	4.4	4.5	4.4	47
Weighted Means	3.9	4.3	4.5	4.2	158

The objective will be met if current year's score meets or exceeds the four-year benchmark shown in Table 1. 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 2020-2021, this objective was met.

For AY 2021-2022, the annual electronic staff survey was sent out toward the end of spring 2022 with 50 (56%) of the 89 staff members responding. The results in Table 2 indicate an overall mean of the three questions = 4.2, which is equal to the benchmark of 4.2 (see staff spring 2022 survey PDF below).

Table 2. Current Staff Satisfaction with OIT					
Semester	Q24	Q28	Q42	\bar{x}	n
Spring 2022	4.0	4.2	4.4	4.2	50
Prior four year mean	3.9	4.3	4.5	4.2	158

Given that the observed value $\bar{x}_{\text{spring 2022}} = 4.2$, which equals the historical $\bar{x} = 4.2$; this objective is met.

Attached Files

[Staff Survey Spring 2022 IT.pdf](#)

Improvement Plan/ Changes Made:

Factors that are believed to have contributed to the results this year are:

- 1) Continual rollout of new computers for staff use (see file 1).
- 2) 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 was maintained during the year with one of the newer employees from the prior year getting up to speed and contributing to the support available for staff (along with faculty and students).
- 5) Continued use of new systems introduced during the prior year and others introduced. The additional time on the systems likely led to further satisfaction around the areas. A few of these items included, but were not limited to the following:
 - Cashnet Payment Services - Business Affairs (continued use)
 - Hyland OnBase for document imaging solution - Registrar, Admissions, and Financial Aid (new)
 - Navigate Student Success Management solution - Numerous on campus (new)
 - ClearPass Wireless Network Management solution - Campus (new)
 - Visio Online - Campus (new)
 - Re-networking of the Bookstore environment for better service and support - Bookstore
- 6) Numerous training sessions held during the year around Microsoft Office, Teams, and OneDrive.

Attached Files

- [2 Faculty Staff Webcams and Cam.pdf](#)
- [1 Faculty Staff Laptops 42.pdf](#)
- [3 Faculty Staff Webcams.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

- 3. Expand Partnerships
- 4. Culture of Continuous Improvement.

IT 21-22 Faculty Satisfaction

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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."

The benchmark for comparison will be taken from data over the prior four years, which is as follows:

Semester	Q28	Q29	Q49	Mean	n
Spring 2018	3.3	3.9	4.3	3.83	15
Spring 2019	3.2	3.7	3.9	3.6	29
Spring 2020	3.1	3.7	4.2	3.67	29
Spring 2021	3.8	4.0	4.5	4.1	36
Weighted Means	3.4	3.8	4.2	3.83	109

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 2020-2021, this objective was met.

For AY 2021-2022, the annual spring faculty survey was sent out electronically toward the end of the spring 2022 semester with 36 (56.25%) of the 64 faculty members responding. The results in Table 2 indicate an overall mean of 4.17, which is above the benchmark of 3.83 (see pdf document below).

Table 2. Faculty Satisfaction with OIT AY 21-22.					
Question	Q28	Q29	Q49	Mean	n
Spring 2022	3.9	4.2	4.4	4.17	36
Weighted Means	3.4	3.8	4.2	3.83	93

Given that the observed value for $\bar{x}_{\text{Spring 2022}} = 4.17 >$ then the historical $\bar{x} = 3.83$, this objective is met.

Attached Files

[Faculty Survey Spring 2022 IT.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 this rollout continued during the past year. The upgrade in computers was very much needed and a welcome improvement (see file 1).

- 2) For technology classrooms on campus, OIT continued updates and completed the remaining ~40% of the equipment to help with instruction. Covid-19 relief provided funds for this (see files 2a and 2b).
- 3) Continued rollout of additional hardware 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.

Attached Files

[3 Faculty Staff Webcams and Cam.pdf](#)

[2b Classroom Updates - 2.pdf](#)

[2a Classroom Updates.pdf](#)

[1 Faculty Staff Laptops 42 \(1\).pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IT 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IT 21-22 User Services-Student Support

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

LSU Eunice closed the LSU Laboratory High School OCIS in February 2022 (see 2-4-22 response from SACSCOC below).

Given toward the end of Spring 2022, the Noel Levitz Student Satisfaction Survey (attached below under the National area for Q18) national average was 6.20 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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the RNL survey was sent out electronically toward the end of the spring 2022 semester through an email from the Dean of Student Affairs. In all, 356 (13.1%) of the 2,678 students registered for spring on the census date responded (see the PDF attached below)

In terms of satisfaction, students scored the computer labs in the following manner:

- Overall \bar{x} = 6.31, n = 361 (compared to a \bar{x} = 6.27, n = 356 during AY 2020-2021)
- LSUE face-to-face site \bar{x} = 6.33, n = 190
- LSUA face-to-face site \bar{x} = 7.00, n = 6
- High school dual enrollment sites < 50% of a program \bar{x} = 6.60, n = 12
- 8-week and 16-week online \bar{x} = 6.20, n = 104
- Ochsner Lafayette General Hospital \bar{x} = 6.11, n = 13

Note that the LSU Alexandria face-to-face site, high school dual enrollment < 50% of a program and the Ochsner Lafayette General Hospital sites all had low ns so their results should be interpreted with caution as they do not meet the n = 30 (Central Limit Theorem) to normalize.

Given that the observed mean = 6.31 (and all sites > 6.00) > the national mean = 6.20, objective 3.1 was met.

Attached Files

[NL-Sequential Site IT.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 21-22 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: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IT 21-22 Update Infrastructure

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

To better serve the campus community, Information Technology will work on following infrastructure projects during AY 2021-2022.

1. Implementation of Zoom digital signage system
2. Implementation of Award Spring scholarship system
3. Implementation of Navigate system Phase 1
4. Implementation of Hyland OnBase Document Imaging system
5. Migration of Moodle/myCourses to LSU Cloud
6. Migration of CX, JICS/myLSUE, and COGNOS to Jenzabar Cloud
7. Migration of Library's EZProxy to cloud and Azure AD authentication and MFA
8. Migration of OIT's SysAid help desk solution to cloud and Azure AD authentication and MFA
9. MFA implementation for Faculty/Staff VPN access
10. SSO and MFA for Maxient student case management
11. SSO and MFA for JICS/myLSUE
12. SSO and MFA for Moodle/myCourses
13. SSO, MFA, and upgrades for ExamSoft
14. Enable MFA for DNSMadeEasy
15. Enable MFA for vCenter and server environment

16. Microsoft - Establish Threat Experts program
17. Microsoft - Defender for Endpoint implementation for servers
18. Enablement of User Risk and Sign-in Risk policy within Microsoft Azure
19. Migration from Deepfreeze to Defender for Endpoint for lab computers
20. Microsoft - Defender for Endpoint implementation for labs/classrooms
21. Implementation of Spectrum firewall for CIT program classrooms
22. Dedicated Internet for CIT program classrooms in Manual Hall
23. ClearPass wireless network security solution implementation
24. Security cameras server network isolation and migration to cloud
25. Geo-blocking of outbound traffic to certain designated countries
26. Geo-blocking of certain designated countries for JICS/myLSUE in Jenzabar Cloud
27. Microsoft SCCM/Intune implementation
28. Data Center battery/cooling unit hardware upgrades
29. Migrate Moodle/myCourses email flow from Barracuda to Exchange Online
30. Updates to campus phone system infrastructure
31. Updates to data center and backup infrastructure
32. Updates to Veeam server backup infrastructure
33. Re-engineering of Bookstore network
34. Implementation of email eDiscovery and archiving

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 Zoom digital signage system
2. Implementation of Award Spring scholarship system
3. Implementation of Navigate system Phase 1
4. Implementation of Hyland OnBase Document Imaging system
5. Migration of Moodle/myCourses to LSU Cloud
6. Migration of CX, JICS/myLSUE, and COGNOS to Jenzabar Cloud
7. Migration of Library's EZProxy to cloud and Azure AD authentication and MFA
8. Migration of OIT's SysAid help desk solution to cloud and Azure AD authentication and MFA
9. MFA implementation for Faculty/Staff VPN access
10. SSO and MFA for Maxient student case management
11. SSO and MFA for JICS/myLSUE
12. SSO and MFA for Moodle/myCourses
13. SSO, MFA, and upgrades for ExamSoft
14. Enable MFA for DNSMadeEasy
15. Enable MFA for vCenter and server environment
16. Microsoft - Establish Threat Experts program
17. Microsoft - Defender for Endpoint implementation for servers

18. Enablement of User Risk and Sign-in Risk policy within Microsoft Azure
19. Migration from Deepfreeze to Defender for Endpoint for lab computers
20. Microsoft - Defender for Endpoint implementation for labs/classrooms
21. Implementation of Spectrum firewall for CIT program classrooms
22. Dedicated Internet for CIT program classrooms in Manual
23. ClearPass wireless network security solution implementation
24. Security cameras server network isolation and migration to cloud
25. Geo-blocking of outbound traffic to certain designated countries
26. Geo-blocking of certain designated countries for JICS/myLSUE in Jenzabar Cloud
27. Microsoft SCCM/Intune implementation
28. Data Center battery/cooling unit hardware upgrades
29. Migrate Moodle/myCourses email flow from Barracuda to Exchange Online
30. Updates to campus phone system infrastructure
31. Updates to data center and backup infrastructure
32. Updates to Veeam server backup infrastructure
33. Re-engineering of Bookstore network
34. Implementation of email eDiscovery and archiving

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, all projects listed were completed successfully during the year.

1. Implementation of Zoom digital signage system
2. Implementation of Award Spring scholarship system
3. Implementation of Navigate system Phase 1
4. Implementation of Hyland OnBase Document Imaging system
5. Migration of Moodle/myCourses to LSU Cloud (see PDF file attached below)
6. Migration of CX, JICS/myLSUE, and COGNOS to Jenzabar Cloud (see attached PDF below)
7. Migration of Library's EZProxy to cloud and Azure AD authentication and MFA
8. Migration of OIT's SysAid help desk solution to cloud and Azure AD authentication and MFA
9. MFA implementation for Faculty/Staff VPN access
10. SSO and MFA for Maxient student case management
11. SSO and MFA for JICS/myLSUE
12. SSO and MFA for Moodle/myCourses
13. SSO, MFA, and upgrades for ExamSoft
14. Enable MFA for DNSMadeEasy
15. Enable MFA for vCenter and server environment
16. Microsoft - Establish Threat Experts program
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18. Enablement of User Risk and Sign-in Risk policy within Microsoft Azure
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22. Dedicated Internet for CIT program classrooms in Manual
23. ClearPass wireless network security solution implementation (see PDF file below)
24. Security cameras server network isolation and migration to cloud
25. Geo-blocking of outbound traffic to certain designated countries
26. Geo-blocking of certain designated countries for JICS/myLSUE in Jenzabar Cloud
27. Microsoft SCCM/Intune implementation
28. Data Center battery/cooling unit hardware upgrades
29. Migrate Moodle/myCourses email flow from Barracuda to Exchange Online
30. Updates to campus phone system infrastructure
31. Updates to data center and backup infrastructure
32. Updates to Veeam server backup infrastructure
33. Re-engineering of Bookstore network (see PDF file below)
34. Implementation of email eDiscovery and archiving

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

[2022 Jenzabar Systems Migration to Cloud.pdf](#)

[2022 Moodle - myCourses Migration with LSU.pdf](#)

[2022 ClearPass Wireless Network Implementation.pdf](#)

[2022 Bookstore systems migration.pdf](#)

Improvement Plan/ Changes Made:

As the team has been able to refill a last position vacated over the last several years, progress continued with several key infrastructure projects during the 2021 - 2022-time frame.

Factors moving forward that will help continued progress within the infrastructure area and the planned out remaining projects are:

1. Positions on the team remained filled over time
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 21-22 Update Infrastructure
 Goal Number: 3
 Progress: Completed
 Provided By: Information Technology
 Budget Information: None existing
 Start: 11/1/2021
 End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IT 21-22 Implementation of new student system

Objective Number: 3.2

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, the status of the projects/tasks is as follows:

1. Discovery Sessions workbooks
2. New system chosen
3. Student Fundamentals training with Workday for campuses
4. Planning workshops

(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

[2022 Student System Modernization Selection Confirmation.pdf](#)

[2022 Workday Student Discovery Sessions - 2.pdf](#)

[2022 Workday Student Discovery Sessions - 1.pdf](#)

[2022 Student Fundamentals Training.pdf](#)

[2022 Workday Planning Workshop.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 21-22 Update Infrastructure

Goal Number: 3

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Institutional Effectiveness

IE 21-22 Substantive Changes

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

The Office of Institutional Effectiveness and Accreditation will complete substantive changes required in AY 2021-2022 in accordance with the SACSCOC Substantive Change Policy.

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 2020-2021, this objective was met.

For AY 2021-2022, there were two substantive changes that were addressed. The first was the closing of the LSU Laboratory High Schools as a dual enrollment site. This occurred because there were no students enrolled. Final notification came from SACSCOC on February 4, 2022 (see the 2-4-22 PDF below).

The second substantive change was the addition of an off campus instructional location in Alexandria (see the 8-2-22 PDF below). This Surgery Technology Program was not launched in fall 2022, but will be launched in fall 2023 and a prospectus will be due by March 15, 2023 for the program to offer greater than 50%.

One inquiry was sent to the substantive change office about whether or not LSU Eunice could add program related courses to the Ochsner Lafayette General Hospital Site without it being a substantive change. The Nursing substantive change was originally approved with just nursing courses. Dr. Kevin Sightler responded that the interpretation was correct (see the 9-30-22 email below).

Given that documents were completed and LSU Eunice is in compliance with the SACSCOC Substantive Change Policy, this objective is met.

[Attached Files](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

[8-2-22 SURT SC at Alexandria.pdf](#)

[9-30-22 Sightler Response to Offering More Courses at LGH.pdf](#)

Improvement Plan/ Changes Made:

A substantive change is expected for Surgery Technology in Alexandria as the program is to launch in fall 2023. A substantive change should be sent prior to March 15, 2023; however, the Compliance Certification is due on March 1, 2023 so it has priority. The prospectus for Surgery Technology will be submitted by the deadline for the spring 2024 consideration which is March 15, 2023.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IE 21-22 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IE 21-22 Completion of the Enrollment and Financial Profiles

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 deadlines.

Assessment/Evaluation/Measures/Strategies:

Success for this objective will be submitting the data by the SACSCOC deadlines.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the profiles were completed as follows:

- December 2021 Enrollment Profile: Date submitted and approved was 12/15/22 (see attached PDF file below),
- July 2022 Financial Profile: Date submitted and approved was 7/13/22 (see PDF file below)

Given that both profiles were completed on time, this objective is met.

Attached Files

[7-13-22 Confirmation FP 2022 Completed.pdf](#)

[12-15-22 Confirmation from SACSCOC Enrollment December 2021.pdf](#)

Improvement Plan/ Changes Made:

Continue to monitor SACSCOC website and emails.

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

IE 21-22 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IE 21-22 SACSCOC Student Achievement and Key Student Completion Indicator (KSCI)

Objective Number: 1.3

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

New objective:

New first-time (first-time in college) students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution of higher education within the United States.

Old objective:

First-time credential seeking students beginning their coursework at LSU Eunice will earn their credential at LSU Eunice or another institution.

Rationale:

The National Student Clearinghouse does not restrict data to new first-time in college who are credential seeking.

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 within the United States - both four year and two year - over a period of six years (see Table 1).

The NSC six-year total completion rate tracks students nationally and by state by tracking the enrollment and completion outcomes for the fall 2014 cohort of beginning college students through June 2020.

The six-year total completion rate counts all students entering postsecondary education for the first time each fall, enrolling full-time or part-time at two-year or four-year institutions, and completing at any U.S. degree-granting institution. It includes those who complete after transfer, not just completions at the starting institution.

Table 1. National Student Clearinghouse Six-Year Total Graduation Rate.			
Cohort Year Starting in Fall	Number in Cohort	Number of Graduates	Rate
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
2014	798	279	34.96
Totals	6954	2409	34.64

The Threshold of Acceptability = 21.23% because it is the lowest number in the period.

The goal = 34.64% - 42.2%.

The 34.64% is the minimum boundary because it is the overall historical graduation rate for the seven cohorts studied in Table 1. The 42.2% is National Student Clearinghouse Six-Year Total Completion Rate for the 2015 Entering Cohort (see attached PDF file below).

Falling within the established range or exceeding these numbers will constitute success.

Attached Files

[Pages from NSC 6-yr Completions Report 2021.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, Institutional Research downloaded the graduation data from the NSC and sent it to the Office of Institutional Effectiveness and Accreditation on June 1, 2022. The data indicated 724 in the fall 2015 cohort as new first time in college students with 385 (53.18%) graduating by the established deadline of June 2021. Students earned 433 credentials - 229 two-year and 204 four-year.

Given that the observed value of 53.18% > the 42.2% established by the NSC, this objective is met.

Improvement Plan/ Changes Made:

Data is now being broken out by Ethnicity, gender, and Pell Grant eligibility and is being reported to the Chancellor's Cabinet.

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

IE 21-22 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

IE 21-22 Student Achievement Data

Objective Number: 1.4

Start: 11/1/2021

End: 10/31/2022

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 Chancellor's 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 2020-2021, this objective was met.

For AY 2021-2022, the student achievement metrics were posted to the website on September 6, 2022 (see file below).

Given that the document was completed and posted on September 6, 2022 which is prior to the January deadline, this objective was met.

Attached Files

[Fall 2022 Student Achievement.pdf](#)

Improvement Plan/ Changes Made:

Continue to update student achievement metrics to comply with any changes in Standard 8.1.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IE 21-22 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success

3. Expand Partnerships
4. Culture of Continuous Improvement.

IE 21-22 SACSCOC Decennial Reaffirmation

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

LSU Eunice will be found compliant with SACSCOC Standards.

Assessment/Evaluation/Measures/Strategies:

The reaffirmation process will follow the normal process.

- staff visit
- off-site committee
- on-site committee

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective did not exist.

For AY 2021-2022, this objective became active when the SACSCOC Leadership convened. As of this writing, the compliance certification is due on March 1, 2022 to SACSCOC. Currently, ten standards out of the 40 are either complete or substantially complete with another 15 in progress.

Given that the compliance certification is underway, this objective is met.

Improvement Plan/ Changes Made:

Continue to monitor SACSCOC for changes to individual standards

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IE 21-22 SACSCOC Decennial Reaffirmation

Goal Number: 2

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Institutional Research

IR 21-22 Course Evaluation

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 be closed 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 2020-2021, this objective was partially met; with two intersession ones not being done - Fall Intersession 2020 and Spring Intersession 2021.

For AY 2021-2022, this objective was partially met with the two of the intersession or abbreviated sessions not being done and one opening late. Details around each evaluation are as follows:

- Fall 2021 – on time
- Fall 2021 Term B – on time
- Fall 2021 Term C – on time
- Fall Intersession 2021 – missed
- Spring 2022 – on time
- Spring 2022 Term B – late
- Spring 2022 Term C – missed
- Spring Intersession 2022 – on time
- Summer 2022 – on time
- Summer 2022 Term B – on time

- Summer 2022 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. Timing around "smaller" sessions continues to be troublesome given the workload factored in with available resources.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IR 21-22 Make course evaluations available online in a consistent, efficient manner.

Goal Number: 1

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

IR 21-22 Overall Data Gathering and Reporting

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, 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 2021 actions and reports (attached below as: Scheduled Jobs Fall 2021)
- Fall 2021 intersession actions and reports (attached below as: Scheduled Jobs FAIS 2021)
- Spring 2022 actions and reports (attached below as: Scheduled Jobs Spring 2022)
- Spring 2022 intersession actions and reports (attached below as: Scheduled Jobs SPIS 2022)
- Summer 2022 actions and reports (attached below as: Scheduled Jobs Summer 2022)

Since the actions and reports were completed in a timely fashion, this objective was met.

Attached Files

[Scheduled Jobs FAIS 2021.pdf](#)

[Scheduled Jobs SPIS 2022.pdf](#)

[Scheduled Jobs Fall 2021.pdf](#)

[Scheduled Jobs Summer 2022.pdf](#)

[Scheduled Jobs Spring 2022.pdf](#)

Improvement Plan/ Changes Made:

Continue to monitor as we move forward.

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

IR 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

3. Expand Partnerships

4. Culture of Continuous Improvement.

IR 21-22 Reduce Open Time of Service Requests

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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 the migration of the system and software to the cloud. Historical data was not imported into the environment. It is anticipated that the benchmark will updated next year with more current data from a historical perspective.

Attached Files

[20150701 - 20180630 - SR Categories with the longest SRs times.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the time to complete Service Requests averaged out at 27.50 hours with n=3,119 (see file attached for timing on each of the areas utilized for the calculation).

Since the observed hours 27.5 hours < 45 hours benchmarked, Objective 2.2 was met.

Attached Files

[20210701 - 20220630 - SR Categories with the longest SRs times - Part 3.pdf](#)

Improvement Plan/ Changes Made:

It is important to note that OIT filled one last position right at the start of the reporting period within the team. The new employee was helpful within the area as he became more familiar with the environment throughout the year.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

IR 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

3. Expand Partnerships
4. Culture of Continuous Improvement.

LSU Eunice Police and Campus Security

POLIC 21-22 Install surveillance cameras

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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 2021-2022. 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 2020-2021, this objective was met.

For AY 2021-2022, while no additional traditional surveillance cameras were added due to budgetary limitations, one camera with License Plate Reader technology was added to the housing area of campus. This was approved and implemented in May/June of 2022. This allows for the documentation of each vehicle that enters the housing area complex allows for added security of the area and as an investigative tool.

In addition, the main software used to view and review the footage provided, was upgraded to a cloud-based storage system (Arcules). This also allows for web based viewing and review of footage from any location for approved viewers, from any remote location with internet access. This includes surrounding Law Enforcement Agencies that would assist in response efforts in the event of a major incident.

For Ay 2022-2023 This objective was met

Attached Files

[\(LPR Camera\) LSUE - Flock Safety Proposal.pdf](#)

[INVOICE Louisiana State University Eunice Police Security.pdf](#)

[\(Arcules\) MMR Proposal P21-6751 Option 1.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, adding additional cameras to the surveillance camera system

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

POLIC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

POLIC 21-22 Publish Annual Security and Fire Report (Clery Act)

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

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 2021 report is examined for the current reporting year.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, The [2021 Annual Security and Fire Report](#) was published on the LSUE website by the October 1, 2021 deadline.

As a result, this objective was met.

Attached Files

[2021 annual security and fire report.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, no planned changes. The 2022 Annual Security and Fire Report will be published as per requirements of the US Department of Education

RELATED ITEMS-----

RELATED ITEM LEVEL 1

POLIC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

POLIC 21-22 Patrol

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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."

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
2021	6.14	6.43	6.29	361
weighted means	5.90	6.28	6.09	1487

As a result, the weighted mean = 6.09 is the mean of all four years for both questions. Meeting or exceeding a mean of 6.00 (Satisfied) or the historical mean for both questions of 6.09 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. A mean of 4.00 (agree) or the historical mean ($\bar{x} = 4.12$) of the past five spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last five years (see Table 2).

Spring	Q31	n
2017	4.1	20
2018	4.1	15
2019	3.9	29
2020	4.3	29
2021	4.2	23
weighted means	4.12	116

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 ($\bar{x} = 3.84$) of the past five spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last five years (see Table 3).

Spring	Q21	n
2017	3.6	52
2018	4.0	40
2019	3.7	27
2020	4.0	44
2021	3.9	47
weighted means	3.84	210

Attached Files

[NL-Sequential Site Parking.pdf](#)

[9-21-20 Email on NL Methodology \(1\).pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Students

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see 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 $\bar{x}_4 = 6.01$; $\bar{x}_{13} = 6.46$ with $\bar{x}_{\text{both}} = 6.24$ and $n = 356$ (Compared to $\bar{x}_{\text{AY 2020-2021}} = 6.29$ with $n = 361$)

LSUE face-to-face $\bar{x}_4 = 5.88$; $\bar{x}_{13} = 6.44$ with $\bar{x}_{\text{both}} = 6.16$ and $n = 190$

LSUA face-to-face $\bar{x}_4 = 4.00$; $\bar{x}_{13} = 7.25$ with $\bar{x}_{\text{both}} = 5.50$ and $n = 6$

Dual enrollment < 50% of a program $\bar{x}_4 = 6.00$; $\bar{x}_{13} = 6.60$ with $\bar{x}_{\text{both}} = 6.30$ and $n = 12$

8-week and 16-week Online $\bar{x}_4 = 6.24$; $\bar{x}_{13} = 6.41$ with $\bar{x}_{\text{both}} = 6.33$ and $n = 104$

Ochsner Lafayette General Orthopedic Hospital $\bar{x}_4 = 6.83$; $\bar{x}_{13} = 6.82$ with $\bar{x}_{\text{both}} = 6.825$ and $n = 13$

The data above suggests that students at all sites were either somewhat satisfied or satisfied with the security and patrols. 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. In addition, the data for the highlighted can be called into question given the low ns. As a result, the means for those sites may not represent the population at those sites.

Given that the observed value of 6.24 > the historical benchmark of 6.09, this part of the objective is met.

Faculty

Next, the faculty spring 2022 survey was distributed electronically in April. The response was from 36 (56.25%) of the 64 eligible faculty. The response to question 31 yielded a mean of 3.90 overall with two faculty members responding n/a (see faculty survey PDF file below).

Given that the observed value of 3.9 < agree at 4.00 or the historical benchmark of 4.12, this part of the objective is not met.

Staff

For AY 2021-2022, the staff survey was distributed electronically in April 2022. In all, 50 (56.18) of the 89 staff members responded to the survey (see attached Staff Survey...file below). Question 21 had a mean of 3.5 with two staff members choosing N/A.

Given that the observed mean of 3.5 < the benchmark of 4.0 (agree) or 3.84 (historical mean), this objective is not met.

Summary

Given that the objective

- was met with student data,
- was not met by faculty data, and
- was not met by staff data.

this objective is tentatively met.

Attached Files

[Staff Survey Spring 2022 Patrol.pdf](#)

[Faculty Survey Spring 2022 Patrol.pdf](#)

[NL-Sequential Site Patrol.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, a continuing effort to increase staff awareness in LSUE Police and Security will be made. In addition efforts will be made to seek input from the LSUE community to increase the safety and security of the campus and its population. Additional training in reference to Active Shooter/Active Threat response for the community has been recently implemented. Additional technology options in detection and response to incidents are being explored.

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

POLIC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

POLIC 21-22 Parking

Objective Number: 2.2

Start: 11/1/2021

End: 10/31/2022

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 2022 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022 PDF file below).

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 = 5.87 (see left column of NL survey results attached below).
- #21= The amount of student parking space on campus is adequate. National average is 5.41.
- Averaging the two yields 5.50. Meeting or exceeding 5.64 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](#)

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 356 (13.3%) of the 2,678 students enrolled for the spring semester responded to the RNL Student Satisfaction Survey (see 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 $\bar{x}_{10} = 6.28$; $\bar{x}_{21} = 6.07$ with $\bar{x}_{\text{both}} = 6.18$ and $n = 356$ (Compared to AY 2020-2021 = 6.22 with $n = 361$)
- LSUE face-to-face $\bar{x}_{10} = 6.27$; $\bar{x}_{21} = 6.07$ with $\bar{x}_{\text{both}} = 6.17$ and $n = 190$
- LSUA face-to-face $\bar{x}_{10} = 6.00$; $\bar{x}_{21} = 4.25$ with $\bar{x}_{\text{both}} = 5.13$ and $n = 6$
- Dual enrollment < 50% of a program $\bar{x}_{10} = 6.75$; $\bar{x}_{21} = 5.89$ with $\bar{x}_{\text{both}} = 6.32$ and $n = 12$
- 8-week and 16-week Online $\bar{x}_{10} = 6.21$; $\bar{x}_{21} = 6.02$ with $\bar{x}_{\text{both}} = 6.11$ and $n = 104$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_{10} = 6.67$; $\bar{x}_{21} = 6.46$ with $\bar{x}_{\text{both}} = 6.57$ and $n = 13$

The data above suggests that students at all sites were either somewhat satisfied or 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 6.18 > the mean benchmark of 5.50, this objective is met.

Attached Files

[NL-Sequential Site Parking.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, two new security guards were added to the staff as a result of two previous staff members leaving the department (one for retirement and one moving to a new department on campus). With the two new members of the staff, a renewed effort in enforcing parking regulations on campus has been initiated.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

POLIC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

POLIC 21-22 Emergency Response Training

Objective Number: 3.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was delayed. 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 meeting of this committee to begin review of emergency procedures was begun in the later part of AY 2020-2021.

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](#), an active shooter response protocol. As of September 2022, the e-learning portion of the ALICE training of has commenced. This will be followed up with in person, small group training in which small scale, hands-on application of training objectives can be done. This will enable that individuals 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.

Efforts indicate this objective is met.

Attached Files

[ALICE Instructor Certification Training \(Jennings Police Department\) Jennings, LA - Event Summary Online Registration by Cvent.pdf](#)
[ATI Certificate \(2\).pdf](#)
[ALICE eLearning signed order form.pdf](#)
[Course Users Stats C202 2022 11 10 21 24.pdf](#)
[ALICE eLearning Screen Shot as of 11-10-22.pdf](#)

Improvement Plan/ Changes Made:

For AY 2022-2023, continued review and revision of the emergency procedures for campus. Continue with the completion of the ALICE Active threat training with both the e-learning and in person components. Continued search for additional training to provide to the LSUE community. Also a continued search and consideration for newer technologies that can assist in the detection, response and mitigation of incidents that could occur on our campus.

Director of IE's Note: Summary Meeting Minutes should be kept of each meeting. I recommend discussing this with Cabinet for administrative assistance.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

POLIC 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

2. Strengthen Student Success
4. Culture of Continuous Improvement.

Public Affairs

PR 21-22 Marketing and Advertising

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Continue to create and implement a marketing and advertising plan for LSUE to meet its enrollment and retention goals.

Assessment/Evaluation/Measures/Strategies:

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.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, static graphic advertisements were placed in various social mediums, a video advertisement was created for use in several digital mediums including Facebook, Instagram as well as digital streaming devices.

As a result, the LSUE website saw a significant increase in traffic, particularly during heavy months of recruiting efforts (April-August). In the attached PDF, it notes that the LSUE homepage saw a 158.72% increase in users.

The LSUE Facebook and Instagram page also saw a large increase in traffic, up 238.7% on Facebook (825,191) and 383% (65,869) on Instagram.

Given the statistics, this objective is met.

Attached Files

[Website Traffic.pdf](#)

[Facebook Reach.pdf](#)

Improvement Plan/ Changes Made:

The Department of Public Affairs will continue to create more video-based marketing materials, geared towards testimonies of the experiences of students, faculty and staff at LSUE. The department will also have an increased role of serving as a multimedia producer for enrollment and recruitment.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

PR 21-22 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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

PR 21-22 Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

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 2020-2021, this objective was met.

For AY 2021-2022, the LSUE website saw a significant increase in traffic, particularly during heavy months of recruiting efforts (April-August). In the attached PDF, you will find that the LSUE homepage saw a 158.72% increase in users.

The LSUE Facebook and Instagram page also saw a large increase in traffic, up 238.7% on Facebook (825,191) and 383% (65,869) on Instagram.

Given the statistics, this objective is met.

Attached Files

[Website Traffic.pdf](#)

[Facebook Reach.pdf](#)

Improvement Plan/ Changes Made:

LSU Eunice will continue its partnership with the Advocate to aid in strategically placing advertisements and marketing materials on various social media platforms. The department will aim to shift towards more testimonial style advertising, working in concert with the recruiting and enrollment management staff to produce a singular message.

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

PR 21-22 Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

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: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Title IX

Title IX 21-22 Compliance

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

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

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

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was tentatively met.

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.

For AY 2021-2022, Campus communication was sent out announcing Power-Based Violence Training (which includes Title IX) was made available to all responsible employees (n=304) and all confidential advisors (n=2). Of the 306 employees, 53.9% (n=165) completed the training. In regard to timely and effectively responding to complaints, we did not have any formal complains for 2021-2022.

As a result, this objective was met.

Attached Files

[Number of Employees 02142022.pdf](#)

[LSUE - Sexual Harassment Reporting February 2022 for 2021.pdf](#)

[Chancellor Data Report Spring Semester 2022 for 2122.pdf](#)
[2021 Preventing Sexual Misconduct Training For LSUE Employees.pdf](#)

Improvement Plan/ Changes Made:

Continue to provide annual training to the LSUE employees and timely and effectively respond to any cases that may be filed.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

Title IX 21-22 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: 1

Progress: Completed

Provided By: Title IX

Budget Information: none (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

University Advancement / LSUE Foundation

UAF 21-22 Bylaw Revision

Objective Number: 1.1

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

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, 2022.

Assessment/Evaluation/Measures/Strategies:

Successful completion is that bylaws or processes will be reviewed and adopted changes made by June 2022.

Attached Files

[LSUE Foundation By laws 2021.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, the Bylaws were not reviewed. As a result, this objective was delayed.

Improvement Plan/ Changes Made:

Donor Bill of Rights and Gift Acceptance Policy presented to board 10/22 will vote on 11/9/22. LSU Foundation Board will review by-laws every Fall. By-laws will be reviewed on November 9th meeting.

Attached Files

[LSUE A Donor Bill of Rights.pdf](#)

[LSUE Gift Acceptance Policy.pdf](#)

[LSUE Foundation Board Agenda Nov 9 2022.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

UAF 21-22 Implement Board Policies and Procedures

Goal Number: 1

Progress: Delayed
Provided By: University Advancement / LSUE Foundation
Budget Information: None (existing)
Start: 11/1/2021
End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

UAF 21-22 Campus Policy Revisions

Objective Number: 1.2

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Objective With Intended Outcomes:

Review and Update LSUE Policy Statements regarding fundraising by June 30, 2022.

Assessment/Evaluation/Measures/Strategies:

Review policies with Vice Chancellor of Academic Affairs and Chancellor.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was delayed; no policy revisions were needed.

For AY 2021-2022, continue to evaluate policies for any changes necessary.

No changes were indicated as necessary at this time; therefore, this objective is delayed.

Improvement Plan/ Changes Made:

Review again in AY 2022-2023 and update if necessary (the existing version is attached below).

Attached Files

[NO62.pdf](#)

RELATED ITEMS-----

RELATED ITEM LEVEL 1

UAF 21-22 Implement Board Policies and Procedures

Goal Number: 1

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

UAF 21-22 Secure resources

Objective Number: 2.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Objective With Intended Outcomes:

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2022. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Assessment/Evaluation/Measures/Strategies:

Contributions will be greater than \$1,336,010.50 which is greater than 20% of FY20-21 income of \$1,113,342 (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, 2022 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 highlighted.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, income for FY 21-22 was \$1,466,609 (see highlighted in the document attached below).

Given that the observed value of \$1,466,609 > the established benchmark of \$1,113,342, this objective is met.

Attached Files

[PMAR June 2022.pdf](#)

Improvement Plan/ Changes Made:

Alumni Annual Giving Campaign was pushed to Fall of 2022.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

UAF 21-22 Generate FY Increases in Revenue

Goal Number: 2

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

Start: 11/1/2021

End: 10/31/2022

RELATED ITEM LEVEL 2 (to Institutional Goals)

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. Ensure Access
2. Strengthen Student Success
3. Expand Partnerships
4. Culture of Continuous Improvement.

Section VII. General Education Objectives

LSU Eunice General Education Committee Meeting Minutes from September 16, 2022

General education Committee Minutes September 16, 2022

The General Education Committee met at 12:30 P.M.

Present were Billy Fontenot, Brandon Borill, Jim Robinson, Kina Sweet, Laurie Seeder, Paul Fowler and Todd Dozier.

Absent were Cassie Jobe-Ganucheau and James Jean

Dr. Hamlin Charged the committee to elect a chair.

Jim Robinson was elected chair. This was followed with a discussion of upcoming events.

The committee adjourned at 12:55 P.M.

Respectfully,

James W. Robinson

Chair

AY 2021-2022 General Education Objectives and Outcomes General Education Summary

October 3, 2022

The following report summaries LSU Eunice's General Education Outcomes for AY 2021-2022. The Director of Institutional Effectiveness asks faculty to assign outcomes 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 to their primary outcome (number 2) only in order to eliminate repetition in the report. Note that LSU Eunice uses an online planning system and that the supporting documentation is referred to in the document remains in the secured location while the report is downloaded. Personnel authorized to view the documents in the planning system have permissions to do so.

General Education Objectives: Relationships to LSU Eunice Strategic Goals

For the General Education Objectives, An LSU Eunice graduate will

1. English Composition: demonstrate effective communication of complex knowledge and ideas.
2. Mathematics/Analytical Reasoning: use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. Natural Sciences: apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. Humanities: demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. Social/Behavioral Sciences: demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. Fine Arts: 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 in order to meet each of LSU Eunice's General Education Objectives. Whether met or not, each objective is required to have an improvement plan in order to increase student learning in the next planning cycle.

Table 1. LSU Eunice AY 2020-2021 General Education Outcomes.

1. Communication: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. Mathematics Analytical Reasoning: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. Natural Sciences: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. Humanities: 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. Social Science: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. Art: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
pp. 488 – 500	pp. 500 – 533	pp. 533 – 550	pp. 550 – 569	pp. 569 – 595	pp. 595 – 603
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 final, quiz, or written assignments Met
Dev Ed Success in ENGL 1001 after completing ENGL 0001 Indirect: Grades Met	MATH 1018 SLOs on Final Met	BIOL 1002 SLOs Multiple Choice Questions Not Met	CMST 1061 SLOs Met	Sociology SOCL 2001/2505 SLOs 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	
	MATH 1022 SLOs on Final Met	CHEM 1001 SLOs Multiple Choice Questions Not Met	FREN 1001/2101 Quizzes, oral exams, and presentation Met	Dev Ed. Social Science from College Reading Met	

<p>1. Communication: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.</p>	<p>2. Mathematics Analytical Reasoning: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.</p>	<p>3. Natural Sciences: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.</p>	<p>4. Humanities: 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.</p>	<p>5. Social Science: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.</p>	<p>6. Art: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.</p>
	<p>MATH 1431 SLOs on Final Met</p>			<p>Geography GEOG 1001 Exams Met</p>	
	<p>MATH 1550 SLOs on Final Met</p>			<p>Economics ECON 2010, 2000, 2010 Met</p>	
	<p>Dev Ed Completion of GE math after DE math Indirect using completion rates Met</p>				
	<p>Peregrine Critical Thinking Met</p>				

General Education Objective Details by Competency

General Education 1: Communication

Academic Affairs

LSU Eunice Strategic Goals

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

General Education 1: Communication

General Education Description: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Providing Department: Academic Affairs

RELATED ITEMS-----

RELATED ITEM LEVEL 2

21-22 GE-Written Communication - ENGL 1001-1002

Objective Number: 2.11

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in written communication as required by their curricula. This objective will be assessed by the Student Learning Outcomes (SLOs) for ENGL 1001 (first semester English Composition) and ENGL 1002 (second semester English Composition).

For ENGL 1001, the SLOs 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 2021 sample course syllabus for ENGL 1001 (see file below)

Fall 2021 sample course syllabus for ENGL 1002 (see file below)

Attached Files

[ENGL 1001 dept syllabus FA21.pdf](#)

[ENGL 1002 dept syllabus FA21.pdf](#)

Assessment/Evaluation/Measures/Strategies:

The assessments of student learning for ENGL 1001 and ENGL 1002 will be through 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 available at the time of the assessment 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. **All students available at the time of the assessment regardless of site or methodology will be assessed.**

For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment of Students Enrolled in ENGL 1001

For AY 2021-2022, a total of 1,068 students were enrolled in 50 different sections of English Composition (ENGL 1001), with 883 (82.7%) assessed for student learning (see Table 1). No sections of ENGL 1001 were offered at the Ochsner Lafayette General Orthopedic Hospital.

Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Total number of Students	883	396	13	100	89	285
Total number of Sections	50	22	2	7	6	13

Table 2 presents the SLO data for the 883 students in the 50 sections assessed between the fall 2021 and spring 2022 semesters. Overall, dual enrollment students at sites < 50% of a program performed the highest, then the 8-week accelerated online sections. The 16-week online sections were next, followed by the LSU Eunice face-to-face, with all students exceeding the 70% benchmark for all outcomes. The LSU Alexandria site performed below the 70% benchmark; however, with an n = 13, it is likely that the sample parameters do not represent the population parameters and that there is substantial error. Finally, the overall column indicates that students scored an 83% and met each of the four outcomes.

Table 2. AY 2021-2022 ENGL 1001 SLO Results by Site as Percentages						
Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	83	80	66	81	83	89
1. Write an essay of five paragraphs with well-defined thesis statement	83	83	75	74	78	89
2. Use clear topic sentences	92	89	69	91	93	96
3. Use evidence, details, and facts	94	91	77	95	96	97
4. Use proper grammar and punctuation	82	77	62	82	84	88
Total number of students assessed	883	396	13	100	89	285
Total number of sections	50	22	2	7	6	13

The longitudinal data presented in Table 3 indicates that student learning increased by one percentage point from AY 2020-2021 to AY 2021-2022. The increase in student learning is confirmed in that the data for AY 2021-2022 exceed the mean for overall and each of the four SLOs. In fact, the scores for the overall and each of the SLOs have exceeded the 70% benchmark for every year shown except the first testing cycle in spring 2015.

ENGL 1001 Descriptions	Sp 15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	70	75	79	79	80	80	82	83	78.5
1. Essay	79	87	82	80	82	84	84	83	82.7
2. Topic Sentences	77	84	86	88	90	84	91	92	86.5
3. Using Evidence, details, and facts	68	84	87	90	92	91	94	94	87.5
4. Grammar and Punctuation	61	70	76	78	77	78	80	82	75.2
Total number of students assessed	218	577	909	941	877	826	803	883	754.3

Direct Assessment of Students Enrolled in ENGL 1002

Next, the second semester English Composition (ENGL 1002) course data is considered (see Table 4). For AY 2021-2022, 801 students were enrolled in 40 different sections of the course, with 633 (79.0%) assessed for student learning. The performance for ENGL 1002 mirrors that of ENGL 1001 in that the dual enrollment students at sites < 50% of a program and 8-week online performed the highest, followed by the 16-week online sections, with face-to-face at LSU Eunice following next. The student performance at each site exceeded the 70% benchmark in the overall and the two SLOs. Students at LSU Alexandria performed below the 70% benchmark, having an n = 8, so the situation with error is most likely the same as ENGL 1001 above. While the desire is to have all students perform well, the LSU Alexandria site is often beset with absenteeism and students not doing the coursework despite the efforts of the faculty.

Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	83	80	64	81	87	87
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	84	80	71	82	88	88
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.	81	78	55	78	87	85
Total number of students assessed	633	251	8	91	48	235
Total number of sections	40	16	2	6	3	13

The longitudinal data in Table 5 shows that student learning has increased since the ENGL 1002 SLO assessment was given in AY 2016-2017, with a five-percentage point increase between AY 2020-2021 and AY 2021-2022. It then follows that each of the scores for the SLOs exceed the mean of the longitudinal data.

ENGL 1002 Descriptions	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	68	69	75	77	78	83	75.0
1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process	72	73	77	80	81	84	77.8
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	81	71.4
Total number of students assessed	397	700	702	658	596	633	614.3

Achieving the Dream Metrics

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 same relative proportion. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population in the course should successfully complete it, and the results should not vary by more than ± 5 percentage points.

As noted above, 1,068 students were enrolled in ENGL 1001 on the census dates for fall 2021 and spring 2022. Overall, 781 (73.1%) earned an A, B, or C to complete the course. If the premise is that students should successfully complete a course in the same relative proportions, then the variance should range between 68.1% to 78.1%, using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The n = 30 is based on the Central Limit Theory, noting that the sampling distribution of the mean approaches a normal distribution, thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 68.1% or above 78.1% and approach 30 students. Table 6 shows that Black (non-Hispanic) students are under performing and need additional support, while students from two or more races and White (non-Hispanic) are overperforming.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	8	0.7	4	50.0
Asian	8	0.7	5	62.5
Black (non-Hispanic)	245	22.9	147	60.0
Hispanic of any race	29	2.7	17	58.6
Nonresident Alien	5	0.5	5	100.0
Race/Ethnicity Unknown	19	1.8	12	63.2
Two or more races	34	3.2	28	82.4
White (non-Hispanic)	720	67.4	563	78.2
Total	1068	100.0	781	73.1

Table 7 breaks out the success data for ENGL 1001 for the same students by gender. It indicates that both student groups are performing within the ± 5 percentage points -- just barely.

Table 7. AY 2021-2022 ENGL 1001 Success Rate by Gender (all students).				
Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	750	70.2	564	75.2
Male	318	29.8	217	68.2
Total	1068	100	781	73.1

Finally, Table 8 breaks out the ENGL 1001 course success data by whether or not a student is Pell Grant eligible. The data shows students with a Pell Grant are underperforming and need additional assistance.

Table 8. AY 2021-2022 ENGL 1001 Success Rate by SES (all students).				
Pell	Enrolled		A, B, or C	
	n	%	n	%
N	705	66.0	551	78.2
Y	363	34.0	230	63.4
Total	1068	100	781	73.1

Summary

Given that the observed SLO score in

- ENGL 1001 = 83%
- ENGL 1002 = 83%

> the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

The Director of IE recommends continuing to gather indirect course success rates based on demographics to obtain longitudinal data. A discussion will need to take place on how and when to benchmark.

ENGL 1001 faculty Plans of Action include

- reviewing major concepts prior to the final,
- peer review work and criticism,
- optional virtual meetings for questions and review, and
- more timely intervention.

RELATED ITEM LEVEL 2

21-22 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)

Objective Number: 2.12

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 2015-2016 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 2020-2021, this objective was partially met. While enrollment in ENGL 1001 was met at 85.0%, the observed value for earning a D or better was 71.9%, which was below the 77.5%. The decision was to share the data with the English Coordinator and monitor into next year to determine what differences, if any, come from the availability of the graduation data. The report used for this objective now includes graduates from all institutions of higher education within the U.S.

For AY 2021-2022, the report is based on new first-time students enrolling during AY 2015-2016 (see Table 1). 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 July 24, 2022. The results in Table 1 indicates that 370 students enrolled in the DE English course, with 321 (86.8%) completing it with a C or better. The data indicates that 286 (89.1%) of the 321 students enrolled in ENGL 1001 and 258 (80.4%) of the 321 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	Percent Earning Credit in GE English
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
1516	370	321	286	258	89.1	80.4

The data indicates that the results for AY 2015-2016 outpaced all of the other academic years studied. This is most likely due to additional data from the National Student Clearinghouse indicating the number of students successfully completing degrees at other institutions within the United States.

Given that

- the observed value for students enrolling in GE English = 89.1% > the national report's benchmark of 85.3% and
- the observed value for students completing GE English with a D or better = 80.4% > the national report's benchmark of 77.5%

this objective is met.

Improvement Plan/ Changes Made:

Monitor into next year as it will be the last year for this calculation. In fall 2023, no DE courses will be offered in favor of co-requisite courses per a Louisiana Board of Regents mandate.

RELATED ITEM LEVEL 2:

21-22 GE-Library Research Tools

Objective Number: 2.13

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.

Attached Files

[ENGL 1002 dept syllabus FA21.pdf](#)

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.

The benchmark is 70%, which is the lowest C (average) grade that is transferable to other institutions of higher education in the State of Louisiana.

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, 801 students were enrolled in 40 different sections of the course, with 633 (79.0%) assessed for student learning (see Table 1). Note that only the data for SLO #2 applies to this objective. Students from dual enrollment students at sites < 50% of a program and 8-week online performed the highest at 85% and 87% respectively, followed by the 16-week online sections at 78%, with face-to-face at LSU Eunice also at 78%. The student performance at each site exceeded the 70% benchmark for SLO #2, except for the students at the LSU Alexandria site. They performed below the 70% benchmark, having an n = 8, so the sample statistics are not likely to approximate the population parameters. While the desire is to have all students perform well, the LSU Alexandria site is often beset with absenteeism and students not doing the coursework despite the efforts of the faculty.

Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk	Dual Enr < 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.	81	78	55	78	87	85
Total number of students assessed	633	251	8	91	48	235
Total number of sections	40	16	2	6	3	13

Table 2 displays the longitudinal data since the data was collected and indicates a dramatic increase from AY 2016-2017. In fact, student performance increased from 74% in AY 2020-2021 to 81% in AY 2021-2022, representing a 9.5% increase in just one year.

Table 2. ENGL 1002 SLO Longitudinal Results as a Percentage							
ENGL 1002 Description	16-17	17-18	18-19	19-20	20-21	21-22	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	81	71.4
Total number of students assessed	397	700	702	658	596	633	614.3

Given that the overall for SLO #2 = 81% > the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

Continue to monitor and compare yearly data.

To address LSUA's problems with absenteeism and students not doing the coursework, the Humanities Chair will emphasize the availability of LSUE's new student management system, Navigate, which has an "Alert" system that allows instructors to send the Student Success Center alerts concerning excessive absenteeism, poor performance, and so on. The Student Success Center then contacts the students to offer support and possible solutions.

General Education 2: Computation

LSU Eunice Strategic Goals

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

General Education 2: Computation

General Education Description: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Providing Department: Academic Affairs

RELATED ITEM LEVEL 2

21-22 GE-Critical Thinking

Objective Number: 2.21

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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. 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 a national comparison for two-year institutions of higher education = 49.41% for AY 2021-2022 (with an N > 15,000 students across the US).

All sites will be assessed as the exam is online and does not require proctoring. For AY 2021-2022, 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, 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.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

The benchmark for AY 2021-2022 = 49.41, given the national statistic from Peregrine.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. The plan from that year was to monitor given that the area had two major hurricanes and a deep freeze.

For AY 2021-2022, 141 (42.3%) students graduating with an associate degree out of a total of 333 graduates took the Peregrine General Exam that included the Logic and Critical Thinking section. Table 1 indicates that the overall score was a 52.6% correct, with 136 students at the LSU Eunice face-to-face site achieving a mean of 51.0% and five online students scoring a 70.0%. No students at the LSU Alexandria site or the Ochsner Lafayette General Hospital site took the assessment. The national average percentage correct was 49.1, with a total number of students being over 15,000.

Table 1. AY 2021-2022 Peregrine Logic/Critical Thinking Assessment Results by Site (Percentage Correct).						
Topic	Overall	LSUE FF	LSUA FF	Online 16 or 8-Wk	LG Hospital	National
Logic/Critical Thinking	52.6	51.0	--	70.0	--	49.1
Number of students assessed	141	136	0	5	0	n > 15,000

The longitudinal data in Table 2 indicates that success has increased since the assessment was first given in spring 2019. In addition, the 52.6% exceeding the simple mean of 46.5% indicates that students from AY 2021-2022 did very well compared to the other academic years studied.

Topic	Sp 19	19-20	20-21	21-22	Mean
Logic/Critical Thinking	40.0	46.7	46.8	52.6	46.5
Number of students assessed	68.0	142	115	141	117
Number of students graduating	200	315	291	333	285

Given that the observed value of 52.6% > the national mean of 49.1%, this objective is met.

Improvement Plan/ Changes Made:

Even though the objective was met and the response rate was quite good at 52.6%, the Director of IE will continue to remind unit heads that students are to take the assessment sometime during their last semester of attendance.

Attached Files

[Peregrine Reminder Email 3-12-22.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Objective Number: 2.21 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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-year 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 includes 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, and
- C. Graph functions

(See highlighted on page two of the syllabi).

Attached Files

[MATH 1021 Syllabus AY 2021-2022.pdf](#)

[MATH 1020 Syllabus AY 2021-2022.pdf](#)

[MATH 1015 Syllabus AY 2021-2022.pdf](#)

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 **all sites and all delivery methods.** For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment

For AY 2021-2022, there were 867 students enrolled in 34 sections of college algebra in the fall 2021 and spring 2022 census days with 440 of them enrolled in MATH 1015 and 427 enrolled in MATH 1020/1021. A total of 622 (71.7%) of the students were assessed for student learning (see Table 1). This includes a total of 300 (68.2%) of the 440 from MATH 1015 and 322 (75.4%) from the 427 in MATH 1020/1021 were assessed for student learning (see Table 1). As Table 1 indicates, the 622 students exceeded the benchmark of 70% for the overall and outcomes B and C, but the MATH 1020/1021 students had difficulty with outcome A which resulted in the score for outcome A to dip below 70%.

MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1020/1021
Overall	74	75	73
A. Solve Equations and Inequalities Algebraically & Graphically	69	73	66
B. Evaluate and Interpret Function Values	77	77	77
C. Graph Functions	76	79	73
Total number of students assessed	622	300	322
Total number of sections	34	15	19

Table 2 presents the longitudinal data for the combined MATH 1015/1020/1021 results and indicates that the scores have fluctuated to some degree; however, AY 2021-2022 was the first time that the combined scores failed to exceed the 70% benchmark in one of the SLOs. Note, however, that while outcome A is below the mean for the time shown, it has scored 70% in a prior year (AY 2016-2017).

Student Learning Outcome	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	73	76	76	75	74	74	74.1
A. Solve Equations and Inequalities Algebraically & Graphically	70	73	74	74	71	69	72.5
B. Evaluate and Interpret Function Values	77	79	78	77	76	77	77.1
C. Graph Functions	74	77	77	78	77	76	75.4
Total number of students assessed	707	619	726	613	601	622	658.1

Next, Table 3 presents the data for the 15 sections of Applied College Algebra with a total of 440 students registered on the census days for fall 2021 and spring 2022 with 300 (68.2%) of them being assessed for student learning. MATH 1015 sections were offered at the sites shown in Table 3 only and were not offered at any other sites. The scores indicated that students exceeded the 70% benchmark for every site with the overalls all being within two percentage points of each other.

MATH 1015 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular
Overall	75	74	76	76	76
A. Solve Equations and Inequalities Algebraically and Graphically	73	71	72	71	75
B. Evaluate and Interpret Function Values	77	78	76	78	76
C. Graph Functions	79	79	82	81	77
Total number of students assessed	300	121	62	33	84
Total number of sections	15	5	3	2	5

The longitudinal data for MATH 1015 indicates that students scored just below the mean since data was kept beginning in AY 2013-2014. (Table 4 presents only the data from AY 2016-2017 through present due to space).

MATH 1015 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	74	76	77	75	75	75	76.3
A. Solve Equations and Inequalities Algebraically and Graphically	72	75	78	76	71	73	75.6
B. Evaluate and Interpret Function Values	75	76	74	75	77	77	77.2
C. Graph Functions	75	78	77	77	78	79	78.0
Total number of students assessed	288	325	335	269	297	300	314.3

Table 5 details the results for college algebra (STEM track). A total of 427 students were registered on the census days for fall 2021 and spring 2022 with 322 (75.4%) of them being assessed for student learning. Note that MATH 1020 (5-hour college algebra with a 2-hour

developmental component) or 1021 (3-hour college algebra) were only offered at the sites shown in Table 5 during AY 2021-2022; there were no other sections offered at any other sites.

Table 5. SLO results for MATH 1020/1021 (College Algebra) only AY 2021-2022 as a Percentage.					
SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Dual Enr < 50%
Overall	73	70	69	75	78
A. Solve Equations and Inequalities Algebraically and Graphically	66	60	67	77	69
B. Evaluate and Interpret Function Values	77	73	80	78	81
C. Graph Functions	73	72	56	71	77
Total number of students assessed	322	150	11	53	108
Total number of sections	19	7	2	4	6

The only site to meet all outcomes was the 16-week online; however, dual enrollment at less than 50% of a program scored the highest overall. LSU Alexandria scored the lowest at 69%; however, keep in mind that the site had an n = 11 students. Overall, while performance could have been better on individual SLOs, students did exceed the 70% benchmark overall for all sites.

A test item analysis was run for the students at the LSU Eunice site to help the math faculty determine the questions that were causing issues with students. The search was confined to any problem that had less than a 60% chance of being answered correctly. In doing so, the following questions were problematic: 15, 16, 17, 19, 22, 25, 26, 27, and 29 (see the Test Item Analysis PDF file below).

The longitudinal data in Table 6 shows that student performance slipped from AY 2020-2021 to AY 2021-2022 with the largest decrease being SLO A. However, the means reflect the data since SLOs were implemented in AY 2013-2014 where SLO A scored a 66% in the first year and scored a 69% in AY 2016-2017. SLO A has never scored higher than a 73%.

Table 6. Longitudinal MATH 1020/1021 SLO Results by AY as a Percent

Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	72	77	76	76	74	73	72.5
A. Solve Equations and Inequalities Algebraically and Graphically	69	71	70	72	71	66	69.8
B. Evaluate and Interpret Function Values	78	82	81	79	76	77	76.9
C. Graph Functions	74	76	77	78	76	73	73.2
Total number of students assessed	419	294	391	344	304	322	343.8

Course Success Rates (A, B, C only) by Demographic Group - Indirect Assessment

At the beginning of 2021, LSUE became an Achieving the Dream institution. Toward that end, MATH 1015 and MATH 1020/1021 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 same relative proportion. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population enrolled in that courses should successfully complete it and the results should not vary by more than ± 5 percentage points. Each of the courses are examined separately.

As noted above, there were 440 students enrolled in MATH 1015 on the census dates for fall 2021 and spring 2022. Overall, 240 (54.5%) of them earned an A, B, or C to successfully complete the course (see Table 7). If the premise that students should successfully complete a course in the same relative proportions is accepted, then the variance should range between 49.5% to 59.5% using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 49.5% or above 59.5% and approach 30 students. Table 7 shows that Black (non-Hispanic) students under performed at 43.3% and need additional support. Interestingly enough, no subgroup over performed keeping in mind the low n s in some cases. That said, the White (non-Hispanic) group came close to overperforming at 59.3%

Table 7. MATH 1015 AY 2021-2022 Success Rate by Ethnicity (all students).				
Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	2	0.5	1	50.0
Asian	2	0.5	1	50.0
Black (non-Hispanic)	104	23.6	45	43.3
Hispanic of any race	6	1.4	3	50.0
Nonresident Alien	0	0.0	0	--
Race/Ethnicity Unknown	13	3.0	6	46.2
Two or more races	11	2.5	5	45.5
White (non-Hispanic)	302	68.6	179	59.3
Total	440	100.0	240	54.5

Table 8 examines demographics in terms of gender noting that the percentage of females successfully completing the course was 58.1%, males only completed it at a rate of 40.2%. Therefore, Table 8 suggests that male students need additional support to be successful in MATH 1015.

Table 8. AY 2021-2022 MATH 1015 Success Rate by Gender (all students).				
Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	353	80.2	205	58.1
Male	87	19.8	35	40.2
Total	440	100	240	54.5

Considering socioeconomic status through Pell Grant eligibility, Table 9 indicates that the students not Pell eligible slightly outperformed those who were Pell eligible; however, both fell within the ± 5 percentage points variability.

	Enrolled		A, B, or C	
	n	%	n	%
Pell				
N	239	54.3	135	56.5
Y	201	45.7	105	52.2
Total	440	100	240	54.5

Demographic data was also examined for MATH 1020/1021 as a single course. As Table 10 illustrates, 256 (60.0%) of the 427 students successfully completed the courses so the range of variability is 55.0% to 65.0%. As Table 10 shows, 50% of the Black (non-Hispanic) students successfully completed the course indicating that students in the group need additional assistance. Some other groups performed above the 65.0%; however, the n in each category is well below 30 students. In addition, White (non-Hispanic) students performed at 62.2% - within the five-percentage point variance.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	5	1.2	4	80.0
Asian	7	1.6	4	57.1
Black (non-Hispanic)	68	15.9	34	50.0
Hispanic of any race	10	2.3	3	30.0
Nonresident Alien	3	0.7	3	100.0
Race/Ethnicity Unknown	10	2.3	5	50.0
Two or more races	9	2.1	7	77.8
White (non-Hispanic)	315	73.8	196	62.2
Total	427	100.0	256	60.0

In terms of gender, Table 11 shows that the performance of both male and female students are within the ± 5 percentage points variance.

Table 11. AY 2021-2022 MATH 1020/1021 Success Rate by Gender (all students).				
Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	260	60.9	160	61.5
Male	167	39.1	96	57.5
Total	427	100	256	60.0

Finally, Table 12 shows that students who were Pell eligible underperformed at 46.4% - well below the typical expected variance at 55.0% - indicating that they need additional support.

Table 12. AY 2021-2022 MATH 1020/1021 Success Rate by SES (all students).				
Pell	Enrolled		A, B, or C	
	n	%	n	%
N	315	73.8	204	64.8
Y	112	26.2	52	46.4
Total	427	100	256	60.0

Summary

There is no doubt that some students have more difficulty than in the past, especially with MATH 1020/1021; however, the overall performance on the SLOs was exceeded the 70% benchmark. As a result, given that the observed scores for

Combined = 74%

- MATH 1015 = 75%
- MATH 1020/2021 = 73%

> the benchmark of 70%, this outcome is met.

Attached Files

[Test Item Statistics MATH 1020-21 AY 21-22 LSU Eunice Site Only.pdf](#)

Improvement Plan/ Changes Made:

The math faculty met on July 25, 2022 and discussed MATH 1021/MATH 1015 courses.

MATH 1015 – Monitor the data since each SLO was above the 70% benchmark. Faculty are also making changes to the online format and modular format, so no changes to the final exam are being made for now. The faculty will monitor how these changes affect SLOs next year.

MATH 1021 – SLO A was a struggle for students. Faculty agreed that these students could have been impacted by missing high school face to face due to the COVID pandemic. They may be lacking the basic skills for solving equations. Two ideas on how to help with this were shared: Post a video on my Courses on how to solve basic equations so students can review this basic skill that is used in MATH 1021. Also, another idea shared was to use some of the developmental content from our MATH 1020 course so students can practice some of the basics skills they may be missing.

Please note in that in fall 2023 developmental mathematics will no longer be offered as a standalone course and that a co-requisite model will be developed whereby a support course and general education mathematics appropriate for the student's major will be implemented. While faculty have reservations about this model given that many high schools in the area have a "no fail" policy and some students arrive at LSU Eunice's doorstep with no knowledge of even elementary algebra, the design process will move forward to better meet students where they are. The four pieces of the initiative are:

- creating a non-algebra based general education mathematics course for liberal arts and non-science majors.
- pairing a support course with applied college algebra and college algebra to advance the "just in time tutoring".
- better communicate with advisors on the math courses needed for different majors.
- increasing the number of tutors to assist students in the Library's Integrated Learning Center.

Various LSU Eunice Personnel attended a day and a half workshop hosted by Amarillo College in mid-May. Amarillo College is an Achieving the Dream institution with a successful co-requisite mathematics program (see agenda below).

Attached Files

[Amarillo College Trip Agenda.pdf](#)
[Math Meeting 07 25 2022.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics for Elementary School Teachers (MATH 1018)

Objective Number: 2.22 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 syllabus (see highlighted sections of the PDF below on page 2) for MATH 1018 contains the following student learning outcomes (SLOs). The student, upon successful completion of this course will:

- 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.

Attached Files

[MATH 1018 Syllabus AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 34 students enrolled in two sections of MATH 1018 on census day for fall 2021 and spring 2022 at the LSU Eunice face-to-face site only (see Table 1). Of the 34 students enrolled, 29 (85.3%) of them were assessed for student learning on the final exam. As Table 1 denotes, the outcomes and the overall exceeded the 70% benchmark.

Table 1. SLO results for MATH 1018 AY 2021-2022 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	78	78
A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).	88	88
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.	76	76
Total number of sections	2	2
Total number of students assessed	29	29

Next, Table 2 shows the longitudinal data beginning with AY 2020-2021 keeping in mind that the SLOs changed for AY 2020-2021. Comparing AY 2020-2021 to AY 2021-2022, Table 2 suggests that student learning increased slightly except for outcome B which remained the same. Comparing AY 2021-2022 to the mean for the two years suggests that the performance on the outcomes increased slightly.

SLO Description	20-21	21-22	Mean
Overall	76	78	77.1
A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).	84	88	86.0
B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods.	71	71	70.9
C. Apply basic operations to solve real world applications.	73	76	74.4
Total number of students assessed	34	29	31.5

Given that the observed score of 78% > the benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

Faculty do not seem to want to take the prerequisite of taking MATH 1015/MATH1020/MATH1021 before MATH 1018 away. They are in discussion the possibility of considering adding MATH 1029 as a prerequisite to MATH 1018 but transferring may be the issue there. They do not want MATH 1018 to be offered as a corequisite.

Improvement plan from faculty:

SLO B results have dropped (compared to the old SLOs that had a mean of 84.3%) as a result of the new SLO ordering, inclusion of more fractions and mixed numbers with the next textbook (implemented AY19/20). Students typically struggle with fractions and operations on fractions, so now that the course gives more emphasis on fractions throughout the entire course this struggle is amplified. The improvement plan for SLO B is to continue to focus on the importance of understanding operations involving fractions and their applicability to real-world problems. Also, it is agreed that faculty should come together and agree upon an SLO breakdown on the Final Exam questions, since for example each of us may assign a question to a different SLO but not agree it should have been considered as a different SLO.

Attached Files
[1018 SLOs.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics - Statistics (MATH 1425)

Objective Number: 2.23 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 (SLOs) (see file highlighted on second page in the pdf 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.

Attached Files
[MATH 1425 Syllabus AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 379 students registered in MATH 1425 on the census days for fall 2021 and spring 2022 at the sites shown in Table 1. MATH 1425 was not offered at any other location during AY 2021-2022. A total of 288 (75.6%) out of 379 of the students were assessed for student learning. As Table 1 indicates, students exceeded the 70% benchmark for the overall at 72% and outcome A at 79%, but fell short for outcomes B at 67% and C at 69%. Table 1 also indicates that the 8-week online sections met all outcomes and performed the highest at 75% followed by LSU Eunice face-to-face at 73% and then 16-week online at 67% (which is curious because the 8-week and 16-week courses are basically the same course...it seems counterintuitive that 8-week students moving twice as fast through the course material would score eight percentage points higher).

MATH 1425 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	72	73	67	75
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	79	80	76	82
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	67	68	62	72
C. Calculate probabilities	69	70	63	72
Total number of students assessed	288	197	55	36
Total number of sections for AY	12	7	3	2

Given the scores for LSU Eunice face-to-face, an Item analysis was run on the data for the 197 students indicating questions 31-45 were related to outcome B and that questions 33, 35, 40, and 45 should be examined due to the low probability of success (see the Test Item Statistics in the attached PDF below).

An Item Analysis was run for each section of the 16-week online courses as well to determine issues with outcomes B and C. For outcome B, questions 40 and 45 and for outcome C question 22 had a low success rate and were common to all three sections (see highlighted in the attached PDFs - sections 25 and 26 are online sections). The remainder of the questions; however, seemed to be faculty specific.

Next, Table 2 summarizes the longitudinal data indicating that students approximated the simple mean since AY 13-14 with the overall score of 72% and exceeded the simple mean on outcome A. The same can be said for outcome C; however, the desire of course, is to meet or exceed the 70% threshold. Comparing the data from AY 2020-2021 to AY 2021-2022, Table 1 suggests a decrease in student learning. Please note that the data shown from AY 2016-2017 to current is due to a space limitation.

Table 2. MATH 1425 Longitudinal SLO Results as a Percentage.							
MATH 1425 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	73	70	70	72	76	72	72.2
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	76	77	79	82	79	77.3
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	70	64	67	67	72	67	68.3
C. Calculate probabilities	--	--	66	66	70	69	67.7
Total number of students assessed	288	335	284	351	309	288	304.6

While the ultimate goal of the mathematics faculty is to exceed the 70% benchmark, it should be noted that outcome B has a degree of natural fluctuation in the scores. It appears that outcome C may have the same type of fluctuation in the scores; however, it is difficult to tell with only four scores.

Keeping in mind the issues with some of the scores and given that the overall observed scores = 72% > the established benchmark, this outcome is met.

Attached Files

[Test Item Statistics MATH 1425 AY 2021-22 LSUE Site Only.pdf](#)

[Online Math 1425-25 Item Analysis Sp 22.pdf](#)

[Online Math 1425-25 Item Analysis FA 21.pdf](#)

[Online Math 1425-26 Item Analysis Fa 21.pdf](#)

Improvement Plan/ Changes Made:

SLO B and C were both issues this past academic year. Try to spend more time on these topics in class, especially the problems that give students trouble on the final exam. Many students struggle with interpreting the word problems and understanding the applications. Try to spend more time explaining terminology and giving hints on how to understand and read the problem carefully. Encourage students to use the tutoring center on campus. Faculty were not sure why there was a decrease in SLO results. The faculty will work on these problems and hopefully see improvement next academic year.

Attached Files

[Math Meeting 07_25_2022.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics - Plane Trigonometry (MATH 1022)

Objective Number: 2.24 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 student learning outcomes (SLOs) in MATH 1022 (Plane Trigonometry).

The 2020-2021 syllabus for MATH 1022 file below contains the following SLOs. The student, upon successful completion of this course will:

- A. Evaluate trigonometric functions and manipulate their graphs.
- B. Solve trigonometric equations and applications.

(See attached syllabus PDF below highlighted on page 2).

Attached Files

[MATH 1022 Syllabus AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

The faculty used the outcomes from 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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 149 students enrolled in seven sections of MATH 1022 on the census days for fall 2021 and spring 2022. A total of 133 (89.3%) of the enrolled students were assessed for student learning on the final exam at the LSU Eunice and dual enrollment sites < 50% of a program only. MATH 1022 was not offered at any other location or online.

Table 1 details the achievement of the SLOs for both sites. For outcome A and B, Table 1 suggests that the dual enrollment < 50% of a program (high school) students outperformed the LSU Eunice students by a few percentage points on both the outcomes and the overall. Regardless, both groups of students' scores exceeded the 70% on all outcomes and the overall.

MATH 1022 SLO Description	Overall	LSUE FF	Dual Enr < 50%
Overall	75	73	77
A. Evaluate trig functions and manipulate their graphs	74	72	75
B. Solve trig equations and applications	76	73	79
Total number of students assessed	133	54	79
Total number of sections for AY	7	3	4

Comparing AY 2020-2021 to AY 2021-2022 in the longitudinal data presented in Table 2 suggests that scores decreased slightly. This is supported by the fact that scores for the overall and outcome A are slightly below the simple means from spring 2014 through current. The data is shown from AY 2017-2018 to present given limited page space. On the other hand, students performed the same on outcome B and better when compared to the simple mean.

In examining historical data, the overall for LSU Eunice was 72% while dual enrollment < 50% of a program was 80% in AY 2020-2021. It should be noted, however, that dual enrollment students achieved a 74% in AY 2014-2015 so there is a degree of fluctuation in the scores.

MATH 1022 SLO Description	17-18	18-19	19-20	20-21	21-22	Mean
Overall	75	78	80	76	75	76.3
A. Evaluate trig functions and manipulate their graphs	78	79	85	76	74	78.1
B. Solve trig equations and applications	71	77	75	76	76	74.2
Total number of students assessed	160	113	130	99	133	119

Given that the overall observed score of 74% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

The faculty who taught MATH 1022 for the AY 2021-2022 suggested that it is mainly the second part of SLO A that students struggle with (manipulate their graphs) and they are not sure how to improve this. The faculty stated they will reinforce paying attention to units (radian and degrees) and spend more time analyzing the trig graphs in class.

I have provided a Test Item Statistics report for 123 of the 133 students (the D1 spring 22 section was turned in via excel). It shows that students are weak on problems 13, 14, 15, 17, and 20.

Attached Files

[Test Item Statistics MATH 1022 AY 21-22.pdf](#)
[1022 1431 SLOs.pdf](#)

RELATED ITEM LEVEL 2**21-22 Competency in Mathematics - Precalculus (MATH 1023)**

Objective Number: 2.25 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Delayed

Provided By: Division of Arts and Sciences

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 2020-2021, this was not offered.

For AY 2021-2022, MATH 1023 was not offered. As a result, this objective is delayed.

Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)

Objective Number: 2.26 Mathematics

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 2021-2022 syllabus for MATH 1431 file below contains the following student learning outcomes (SLOs).

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.

(See syllabus PDF attached highlighted page 2 below)

Attached Files

[MATH 1431 Syllabus AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. The benchmark of 70%, which is the lowest average grade that will transfer to other institutions, was used.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 54 students registered in MATH 1431 on the census days for fall 2021 and spring 2022 at the LSU Eunice face-to-face site only as shown in Table 1. MATH 1431 was not offered online or at any other site for the academic year. A total of 45 (83.3%) of the 54 students were assessed for student learning on the final exam (see Table 1). Students scored a 71% overall with a 77% on outcome A, a 78% on outcome B, and a 59% (technically failing) on outcome C.

Table 1. SLO Results for MATH 1431 AY 2021-2022 by Site as a Percentage		
MATH 1431 SLO Description	Overall	LSUE FF
Overall	71	71
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.	78	78
C. Solve applied business optimization problems.	59	59
Total number of students assessed	45	45
Total number of sections	2	2

In examining the SLO reports (see highlighted cells in outcome C in SLO reports attached below), there were six questions in fall 2021 that had less than a 60% chance of being answered correctly for outcome C. In spring 2022, there were five (see highlighted questions on the spring 2022 report below).

Table 2 presents the longitudinal data suggesting that student learning decreased slightly from AY 2020-2021 to AY 2021-2022, especially with outcome C dropping from 68% to 59%. In contrast, outcome A remained the same while outcome B increased two percentage points. Note that the means shown in Table 2 represent the means since SLO assessments were implemented in AY 2014-2015. AY 2017-2018 through present is displayed due to space.

Table 2. Longitudinal Results for MATH 1431 as a Percent.						
MATH 1431 SLO Description	17-18	18-19	19-20	20-21	21-22	Mean
Overall	73	77	79	73	71	74.6
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	68	75	77	77	76.4
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	74	81	80	76	78	78.1
C. Solve applied business optimization problems.	67	81	70	68	59	67.4
Total number of students assessed	35	42	34	33	45	37

Table 3 examines all scores from outcome C since AY 2014-2015 showing that it is an outcome that is not typically stable from year to year. In fact, AY 2021-2022 is not the lowest performance; instead it is AY 2016-2017. It also indicates that the scores vary - a few years they are typically below 70% and a few years above. One reason that the scores could be changing is because the final exam is not departmental and the final exam can change based off of who is teaching the course.

Table 3. Longitudinal Results for MATH 1431 Outcome C as a Percent.									
Outcome	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Mean
C	74	65	55	67	81	70	68	59	67.4

Given that the scores on outcome C need to be improved and given that the observed score of 71% > the benchmark of 70%, this objective is met.

Attached Files

[Math1431 SLO Report FA 2021.pdf](#)

[Math 1431 SLO Report SP 2022.pdf](#)

Improvement Plan/ Changes Made:

Even though the outcome was met, improvement is needed on outcome C. For SLO C, the faculty who taught this course for AY 2021_2022 agreed they could spend more time elaborating on understanding what an application is asking for and give more examples even if we can only post them on my Courses as additional resources.

Attached Files

[1022 1431 SLOs.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Mathematics - Analytic Geometry and Calculus I (MATH 1550)

Objective Number: 2.27

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 (SLOs) in MATH 1550 (Analytic Geometry and Calculus I) will be used to assess this outcome.

The 2021-2022 syllabus for MATH 1550 file below contains the following SLOs.

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.

(See syllabus pdf file below)

Attached Files

[MATH 1550 Syllabus AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. The benchmark of 70%, which is the lowest average grade that will transfer to other institutions, was used.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 43 students enrolled in MATH 1550 on the fall 2021 and spring 2022 census days at the sites shown in Table 1. MATH 1550 was not offered at any other location or online. A total of 32 (74.4%) were assessed for learning on the final exam (see Table 1). Students at the LSUE face-to-face site scored higher in the overall and in both outcomes exceeding the 70% benchmark. Students at the dual enrollment site < 50% of a program offered at one high school site having 13 students in the section scored just below the LSU Eunice face-to-face sections, but still exceeded the 70% benchmark in all areas as well.

Table 1. MATH 1550 SLO Results AY 2021-2022 as a Percentage.			
MATH 1550 SLO Description	Overall	LSUE FF	Dual Enr < 50%
Overall	78	80	75
A. Use the rules of differentiation to find, interpret and apply the derivative of a function.	77	79	74
B. Use basic integration techniques to find, interpret and apply the integral of a function.	79	81	77
Total number of students assessed	32	19	13
Total number of sections for AY	3	2	1

The longitudinal data shown in Table 2 is rather limited and suggests that student learning improved from AY 2020-2021 to AY 2021-2022.

Table 2. MATH 1550 Longitudinal SLO Results as a Percentage.			
MATH 1550 SLO Description	20-21	21-22	Mean
Overall	73	78	75.3
A. Use the rules of differentiation to find, interpret and apply the derivative of a function.	75	77	75.8
B. Use basic integration techniques to find, interpret and apply the integral of a function.	67	79	73.0
Total number of students assessed	21	32	27

Given that the overall observed score of 78% > the established benchmark of 70%, this objective is met.

Improvement Plan/ Changes Made:

The objective was met this academic year. There is always room for improvement but since both faculty are new to teaching MATH 1550, the plan is to monitor the results for the next academic year. Experience typically improves teaching in a course so the faculty hope that

after each getting the opportunity to teach the course again our teaching will improve which hopefully will improve the students' performance.

Attached Files
[1550 SLOs.pdf](#)

RELATED ITEM LEVEL 2

21-22 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)

Objective Number: 2.28 Mathematics - DE to GE

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 whether a student took the course face-to-face at (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 2015-2016 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 2020-2021, this objective was met.

For AY 2021-2022, 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 July 13, 2022. The results in Table 1 indicate that of the new first-time students taking a DE mathematics course in AY 2015-2016, a total of 436 students enrolled in MATH 0002 with 374 (85.8%) completing it. Further, 343 (91.7%) of the 374 students enrolled in one of the GE mathematics courses with 308 (82.4%) of the 374 successfully completed it with a D or better.

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
1516	436	374	343	308	91.7	82.4

Table 1 indicates that the success rate of those completing DE mathematics has increased over the four academic years studied. The same can be said of the performance in GE mathematics increasing 11.4% from 74.0% for students beginning in AY 2014-2015 to 82.4% for students beginning in AY 2015-2016.

Given that

- the observed value for registering for GE mathematics = 91.7% > the NCES value of 71.1% and
- the observed value for completing GE mathematics = 82.4% > the NCES value of 61.7%

this objective is met.

Improvement Plan/ Changes Made:

Monitor into next year as it will be the last year for this calculation. In fall 2023, no DE courses will be offered in favor of co-requisite courses per a Louisiana Board of Regents mandate.

General Education 3: Natural Sciences

LSU Eunice Strategic Goals

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

General Education 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: 11/1/2021

End: 10/31/2022

Progress:

Providing Department: Academic Affairs

RELATED ITEMS-----

RELATED ITEM LEVEL 2

21-22 Competency in Biology I

Objective Number: 2.31 Biological Science

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 I. According to the BIOL 1001 syllabus (see PDF 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.

Attached Files

[BIOL 1001 SYLLABUS AY 2021-2022 \(SP 22\).pdf](#)

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 2021-2022, 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, and

- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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. LSU Eunice 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 expected variance between 51.7% and 61.7%.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Because of challenges faced in AY 2020-2021, the outcomes will be monitored in AY 2021-2022 before deciding on a proper improvement plan. These challenges included two hurricanes in fall 2020 and a deep freeze that impacted campus operations in February 2021.

Direct Assessment using Student Learning Outcomes

For AY 2021-2022, There were a total of 19 sections of BIOL 1001 with 827 students enrolled in BIOL 1001 on the census days for the fall 2021 and spring 2022 semesters with 590 (71.3%) being assessed for student learning (see Table 1). High School dual enrollment students scored the highest with a 76% with LSU Eunice face-to-face coming in second with 64%, 8-week online at 60%, and 16-week online at 58%. Note that BIOL 1001 was not offered at the LSU Alexandria face-to-face site or at the Ochsner Lafayette Hospital site so those sites have been removed from Table 1.

SLO Descriptions	Overall	LSUE FF	Online 16- Wk	Online 8- Wk	Dual Enr < 50%
Overall	64	64	58	60	76
A. Understand terms in the context of a scientific statement.	65	64	65	59	68
B. Critically evaluate biological concepts.	61	60	57	59	75
C. Integrate biological knowledge with other aspects of common knowledge.	66	66	59	63	85
Total number of students assessed	590	306	156	50	78
Total number of sections for AY	19	8	6	3	2

Next, the longitudinal data from AY 2015-2016 is shown in Table 2. It indicates that the overall performance has dropped five percentage points from AY 2020-2021 and dropped 11 percentage points since AY 2015-2016. Table 2 also indicates that student learning for AY 2021-2022 was below the simple means for the longitudinal data for the overall and each outcome.

SLO Description	15-16	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	75	77	76	72	73	69	64	72.1
A. Understand terms in the context of a scientific statement.	78	77	75	69	74	71	65	72.5
B. Critically evaluate biological concepts.	73	77	76	74	69	64	61	70.7
C. Integrate biological knowledge with other aspects of common knowledge.	74	76	76	73	75	72	66	73.3
Total number of students	352	424	492	604	460	648	590	510

Course Success Rates (A, B, C only) by Demographic Group - Indirect Assessment

At the beginning of 2021, LSU Eunice became an Achieving the Dream institution. Toward that end, BIOL 1001 success rates (A, B, C only) are examined using demographic data because the course is one of the top ten courses taken by new first-time students. 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. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population enrolled in that courses should successfully complete it and the results should be within ± 5 percentage points.

As noted above, there were 827 students enrolled in BIOL 1001 on the census dates for fall 2021 and spring 2022. Overall, 469 (56.7%) of them earned an A, B, or C to successfully complete the course (see Table 3). If the premise that students should successfully complete a course in the same relative proportions is accepted, then the expected variance range between 51.7% and 61.7% using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 51.7% or above 61.7% and approach 30 students. Table 3 by Ethnicity shows that Black (non-Hispanic) students under performed at 34.2% (17.5 percentage points below the minimum 51.7% for the expected variance) and need additional support. White (non-Hispanic) students over performed at 65.4% (3.7 percentage points above the expected variance). While this metric is not benchmarked, the variance suggests that there is a need to provide additional support as soon as possible. Note that the Black (non-Hispanic) performance decreased from last year's 45.2% noting that the overall success rate was similar at 58.7%.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	5	0.6	2	40.0
Asian	15	1.8	13	86.7
Black (non-Hispanic)	222	26.8	76	34.2
Hispanic of any race	20	2.4	9	45.0
Nonresident Alien	4	0.5	4	100.0
Race/Ethnicity Unknown	19	2.3	12	63.2
Two or more races	19	2.3	11	57.9
White (non-Hispanic)	523	63.2	342	65.4
Total	827	100.0	469	56.7

Next, Table 4 details the results by gender, both being within the expected variance.

Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	621	75.1	349	56.2
Male	206	24.9	120	58.3
Total	827	100	469	56.7

Finally, success data was examined by socioeconomic status based on whether a student in BIOL 1001 received a Pell Grant. As Table 5 indicates, students without a Pell Grant over performed at 64.8% being outside the range of expected variance by 3.1 percentage points. Students with a Pell Grant underperformed at 45.7% being six percentage points below the range of expected variance.

Pell	Enrolled		A, B, or C	
	n	%	n	%
No	475	57.4	308	64.8
Yes	352	42.6	161	45.7
Total	827	100	469	56.7

Given that the observed values for the direct assessment on student learning outcomes for BIOL 1001 = 64 < the established benchmark of 70%, this objective is not met.

Improvement Plan/ Changes Made:

Email sent August 14, 2022; however, there were no responses from online BIOL 1001 faculty (see below).

Face-to-Face: Place greater emphasis on word meanings and make comparisons to incongruent or Improper word usages in different contexts. Also spend more time explaining concept details and add additional recordings of lectures (see below).

An improvement on the IE side is to require improvement plans of sciences and mathematics as part of the reporting beginning fall 2022.

Attached Files

[8-14-22 BIOL Draft IE AY 21-22.pdf](#)

[8-14-22 BIOL 1001 Fall 21 face-to-face.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Biology II**Objective Number:** 2.32 Biological Science**Start:** 11/1/2021**End:** 10/31/2022**Progress:** Completed**Provided By:** Division of Arts and Sciences**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.

The course syllabus is attached below as a PDF.

Attached Files

[BIOL 1002 SYLLABUS AY 2021-2022.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Because of all the challenges faced in AY 2020-2021, the data will be monitored in AY 2021-2022 before deciding on a proper improvement plan. The challenges were two major hurricanes in fall 2020 and a deep freeze in early spring 2021; each of which impacted campus operations.

For AY 2021-2022, eight sections of BIOL 1002 were offered enrolling a total of 211 students on the census days for fall 2021 and spring 2022. Of the 211, 163 (77.3%) were assessed for student learning (see Table 1). As Table 1 indicates, the overall was 63% with a 66% on outcome A, a 59% on outcome B, and a 64% on outcome C. LSU Eunice face-to-face students scored the highest at 74% while high school dual enrollment students were next at 70%. The 16-week and 8-week online sections scored failing or close to failing overall.

SLO Descriptions	Overall	LSUE FF	Online 16-Wk	Online 8- Wk	Dual Enr < 50%
Overall	63	74	60	56	70
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.	66	73	66	56	82
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.	59	68	58	52	64
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.	64	70	62	61	62
Total number of students assessed	163	39	76	39	9
Total number of sections for AY	8	2	3	2	1

Table 2 details the longitudinal data since AY 2016-2017 indicating that there has been an eight-percentage point decrease to AY 2021-2022. Table 2 also indicates that the scores for AY 2021-2022 were the lowest since longitudinal data was documented. In addition, the data shows that the scores from AY 2021-2022 were below the simple means for six-year period.

Table 2. BIOL 1002 (General Biology II) Student Learning Outcome Longitudinal Results by Academic Year as a Percent							
SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	71	76	73	80	68	63	71.9
A. Arrange, breakdown, illustrate and outline the order of classification of living organisms.	80	75	81	82	70	66	75.6
B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.	68	76	68	87	71	59	71.4
C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.	64	79	70	71	65	64	68.7
Total number of students	18	147	31	107	169	163	105.8

Given that the observed value of 63% < the established benchmark, this outcome is not met.

Improvement Plan/ Changes Made:

face-to-face: Spend more time and use more examples regarding the Classification Schemes (Taxonomy & Systematics) in the face-to-face classroom setting (see email attachment from the LSU Eunice face-to-face instructor).

8-week online: Additional illustrations, exercises, and quizzes on the analysis of the diagram showing the classification of living organisms

An email request for improvement plans was sent out on August 14, 2022 (see below); however, the dual enrollment instructor did not respond. An improvement on the IE side is to require improvement plans of sciences and mathematics as part of the reporting beginning fall 2022 (see draft IE email dated 8/14/22 below).

Attached Files

[8-17-22 BIOL1002 Fall 21 Face-to-Face.pdf](#)

[8-17-22 BIOL 1002 Sp 22 8-week Online.pdf](#)

[8-14-22 BIOL Draft IE AY 21-22.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competency in Physical Science

Objective Number: 2.33 Physical Science

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.

Attached Files

[PHSC 1001 Syllabus.pdf](#)

[PHSC 1002 Syllabus.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, 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. Given the instructor issues, it was decided on monitor the results into AY 2021-2022 in order to determine if the scores rebound to some degree.

Physical Science I (PHSC 1001)

For AY 2021-2022, there were two sections located at the LSU Eunice face-to-face site with a total of 63 students registered at the census date for fall 2021 and spring 2022. Of the 63 students, 55 (87.5%) were assessed for student learning (see Table 1). Note that all other sites were removed from Table 1 since the course was only offered at the LSU Eunice face-to-face site. Overall, students scored a 67% with a 71% on outcome A, a 63% on outcome B, and a 67 on outcome C.

SLO Descriptions	Overall	LSUE FF
Overall	67	67
A. Identify Newton's 3 laws of motion.	71	71
B. Apply the laws of thermodynamics.	63	63
C. Classify stellar evolutionary stages.	67	67
Total number of students assessed	55	55
Total number of sections for AY	2	2

Table 2 details the longitudinal data for PHSC 1001 indicating that the overall score for AY 2021-2022 did increase by 14 percentage points overall from AY 2020-2021. In addition, there was an increase in student learning as evidenced by the increase from AY 2020-2021 to AY 2021-2022 for each of the individual outcomes - 16 percent points for A, 23 percentage points for B, and four percentage points for C. Finally, each of the SLO values for AY 2021-2022 is above the simple mean for the time period studied.

SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	75	--	55	71	53	67	64.2
A. Identify Newton's 3 laws of motion.	68	--	63	78	55	71	67.1
B. Apply the laws of thermodynamics.	77	--	43	62	42	63	57.3
C. Classify stellar evolutionary stages.	81	--	58	73	63	67	68.3
Total number of students	53	--	65	34	34	55	48

Note: For AY 2017-2018, the faculty member resigned and did not report data.

Physical Science II (PHSC 1002)

For AY 2021-2022, there were two sections offered with eight students enrolled on the census day for fall 2021 and spring 2022. In all, six (75.0%) students were assessed out of the eight enrolled (see Table 3). As noted, students scored a 73% overall having some difficulty with balancing chemical equations.

SLO Descriptions	Overall	LSUE FF
Overall	73	73
A. Identify parts of the periodic table.	71	71
B. Employ balancing techniques on chemical equations.	63	63
C. Distinguish between different classifications of rocks.	79	79
Total number of students assessed	6	6
Total number of sections for AY	2	2

Longitudinally, student learning improved in all areas excepted outcome B as demonstrated in Table 4. The same can be said for the apparent level of learning with the scores from AY 2021-2022 exceeding the simple means in all areas except Outcome B.

SLO Description	17-18	18-19	19-20	20-21	21-22	Mean
Overall	68	68	86	63	73	71.6
A. Identify parts of the periodic table.	66	59	89	58	71	68.6
B. Employ balancing techniques on chemical equations.	75	72	84	65	63	71.6
C. Distinguish between different classifications of rocks.	62	74	86	65	79	73.2
Total number of students	47	17	11	8	6	18

Given that the pooled mean = 68% < the established benchmark of 70%, this outcome is not met.
Note that the A = 71%; B = 63% and C = 68% in the pooled means.

Improvement Plan/ Changes Made:

Face-to-Face and Online: Two possible items to assist with outcome B. They are:

Introduce specific demonstrations in the classroom so that the students intuitively grasp the concept, and

Evaluate the algebra skills of the students and supplement the gaps observed.

Director of IE's note: It is my opinion that performing the analysis for PHSC 1002 is statistically not sound unless there are at least 30 students in the sample to begin to normalize the data and reduce error. If faculty agree, the analysis will be conducted on PHYSC 1001 only if there are not enough student data points in PHSC 1002 for AY 2022-2023.

Attached Files

[8-16-22 Email from PHSC 1001 Faculty Member.pdf](#)

RELATED ITEM LEVEL 2

21-22 Competence in Chemistry I

Objective Number: 2.34 Chemistry

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.

Attached Files

[Fall 2021 CHEM 1001 Syllabus.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was not met. Because of all the challenges faced in AY 2020-2021, the scores will be monitored in AY 2021-2022. The challenges were to major hurricanes, a deep freeze in early spring 2022, and ongoing COVID-19 issues; all of which impacted campus operations.

For AY 2021-2022, there were a total of 97 students enrolled in two LSU Eunice face-to-face sections and two 16-week online sections with 64 (66.0%) being assessed for student learning (see Table 1). Note that no sections were offered at the LSU Alexandria, Ochsner

Lafayette Hospital, or Dual Enrollment < 50% of program face-to-face sites. There were also no sections in the 8-week online format. As a result, these columns were removed from Table 1. Overall, the students scored a 71% with a 73% on outcome 1, and a 69% on outcomes 2 and 3. Both the LSU Eunice and 16-week online sections scored similarly overall. That said, there was a six-percentage point difference between the two sites on outcome A; Outcomes B and C scored similarly between face-to-face and online methodologies.

SLO Descriptions	Overall	LSUE FF	Online 16-Wk
Overall	71	71	70
A. Comprehend the trends observed in the periodic table (periodic trends).	73	76	70
B. Demonstrate the ability to write and balance chemical reactions.	69	68	70
C. Compute the gas laws.	69	69	69
Total number of students assessed	64	36	28
Total number of sections for AY	4	2	2

The Longitudinal data presented in Table 2 using simple means indicates that student learning improved from AY 2020-2021 to AY 2021-2022 with the overall increasing six percentage points. In addition, the observed values for AY 2021-2022 exceed the longitudinal means since AY 2017-2018.

SLO Description	17-18	18-19	19-20	20-21	21-22	Mean
Overall	59	65	70	65	71	65.9
A. Comprehend the trends observed in the periodic table (periodic trends).	51	79	72	65	73	68.1
B. Demonstrate the ability to write and balance chemical reactions.	69	72	63	70	69	68.6
C. Compute the gas laws.	58	45	75	61	69	61.7
Total number of students	29	71	71	69	64	61

Given that the observed value of 65.9% < then the established benchmark of 70%, this objective is not met.

Improvement Plan/ Changes Made:

The faculty member responsible for teaching CHEM 1001 suggested the following as a way to improve the performance on outcomes B and C (see attached PDF email below).

- 1) Provide multiple examples for students for each SLO. When possible, chemical demonstrations or recordings of chemical demonstrations can be provided.
- 2) Assess basic algebra skills and supplement observed gaps.
- 3) Spend time reviewing concepts through a review exercise.

Attached Files

[8-16-22 CHEM 1001 Improvement Email from Faculty Member.pdf](#)

General Education 4: Humanities**LSU Eunice Strategic Goals**

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----**RELATED ITEM LEVEL 1****General Education 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: 11/1/2021

End: 10/31/2022

Progress:

Providing Department: Academic Affairs

RELATED ITEMS-----

RELATED ITEM LEVEL 2

21-22 GE-History

Objective Number: 2.41

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.)

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.

See the attached syllabi used for AY 2021-2022 below.

Attached Files

[HIST 2055 Departmental Syllabus AY21-22.pdf](#)
[HIST 1003 Departmental Syllabus AY21-22.pdf](#)
[HIST 1001 Departmental Syllabus AY21-22.pdf](#)
[HIST 2057 Departmental Syllabus AY21-22.pdf](#)
[HIST 2071 Departmental Syllabus AY21-22.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

To give faculty the most flexibility to decide what was best for their students, the outcomes will be assessed using:

1. comprehensive final exam (selected questions)
2. selected questions on tests administered throughout the semester
3. written assignment(s)

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment using Student Learning Outcomes

For AY 2021-2022, there were 34 sections of the various history courses at LSU Eunice's sites. A total of 942 (86.8%) of the 1,085 students enrolled on the census days for fall 2021 and spring 2022 were assessed for student learning (see Table 1). As Table 1 indicates, students scored an 86 overall with high school dual enrollment sites < 50% of a program scored the highest at 93% with 16-week online at 86%, then 8-week online at 83% and then LSU Eunice face-to-face at 80%. No history courses were offered at the LSU Alexandria or the Ochsner Lafayette General Orthopedic Hospital sites so those were removed from Table 1.

History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	86	80	86	83	93
1. Identify major events, theories, and issues	90	80	94	85	97
2. Recognize major figures and movements	89	79	89	86	97
3. analyze historical discourse	80	80	77	78	84
Total Number of Students:	942	199	298	161	284
Total Number of Sections:	34	10	9	6	9

Table 2 presents the longitudinal data from AY 2016-2017 showing that the performance for AY 2021-2022 was consistent with the two years prior except for outcome 3. Each of the scores for the SLOs in AY 2021-2022 were slightly above the mean since AY 2012-2013. Note that AY 2012-2013 through AY 2015-2016' data is hidden for space; however, the data is used in the calculation of the simple means.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results as Percentages

History SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	86	88	88	86	86	86	85.0
1. Identify major events, theories, and issues	83	88	86	88	89	90	85.7
2. Recognize major figures and movements	87	90	86	89	88	89	85.9
3. analyze historical discourse	87	89	90	84	79	80	83.4
Total Number of Students:	838	891	838	914	909	942	707

Course Success Rates (A, B, C only) by Demographic Group HIST 2055 Only - Indirect Assessment

At the beginning of 2021, LSU Eunice 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 taken by new first-time students. 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. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population enrolled in that courses should successfully complete it and the results should be within ± 5 percentage points.

There were 259 students enrolled in HIST 2055 on the census dates for fall 2021 and spring 2022. Overall, 186 (71.8%) of them earned an A, B, or C to successfully complete the course (see Table 3). If the premise that students should successfully complete a course in the same relative proportions is accepted, then the expected variance ranges between 66.8% and 76.8% using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 66.8% or above 76.8% and approach 30 students. Table 3 for Ethnicity shows that Black (non-Hispanic) students under performed at 52.5% (14.3 percentage points below the minimum 66.8% for the expected variance) and need additional support. White (non-Hispanic) students over performed at 79.4% (2.6 percentage points above the expected variance). While this metric is not benchmarked, the variance suggests that there is a need to provide additional support for Black (non-Hispanic) students. Note that the Black (non-Hispanic) performance declined from last year's 72% noting that the overall success rate was equal to 81.3%.

Table 3. HIST 2055 AY 2021-2022 Success Rate by Ethnicity (all students).				
Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	3	1.2	2	66.7
Asian	0	0.0	0	--
Black (non-Hispanic)	59	22.8	31	52.5
Hispanic of any race	6	2.3	4	66.7
Nonresident Alien	2	0.8	1	50.0
Race/Ethnicity Unknown	8	3.1	5	62.5
Two or more races	6	2.3	4	66.7
White (non-Hispanic)	175	67.6	139	79.4
Total	259	100.0	186	71.8

Next, success by gender was examined in Table 3 noting that both genders were within the excepted variance.

Table 4. AY 2021-2022 HIST 2055 Success Rate by Gender (all students).				
Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	179	69.1	132	73.7
Male	80	30.9	54	67.5
Total	259	100	186	71.8

Finally, success data for HIST 2055 was examined in terms of socioeconomic status using whether the student received a Pell Grant or not (see Table 5). While those not receiving a Pell Grant fell within the expected variation at 75.2%; those with a Pell Grant fell just below the expected variance having a success rate of 66.3%.

Pell	Enrolled		A, B, or C	
	n	%	n	%
No	161	62.2	121	75.2
Yes	98	37.8	65	66.3
Total	259	100	186	71.8

Given that the observed direct assessment of student learning outcomes = 86% > the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

Even though the benchmark was met, faculty believe they can improve by

LSUE face-to-face

- Add reviews to PowerPoints and reintroduce the written report (see Fall 2021 HIST 1001-01 face-to-face PDF file below)
- Add review for reasons given in SLO report (see Spring 2022 HIST 2057-0102 face-to-face PDF file below)

16-week Online

- Review and revision of multiple-choice questions and incorporate primary sources into the book review (see Fall 2021 HIST 1003-25 16-week online PDF file below)

8-week Online

- Provide additional resources for material covered and provide step by step instructions for an assignment (see Fall 2021 HIST 1001-L6 8-week online PDF file below)

- Provide PowerPoint study guides and provide a tutorial on how students should read a scholarly text (see Spring 2022 HIST 1003-L6 8-week online PDF file below)

High School Dual Enrollment < 50% of a Program

- Change question stems in multiple choice questions (see Fall HIST 2055-D1 HSDE PDF file below)

Attached Files

[Spring 2022 HIST 2057-0102 face-to-face.pdf](#)

[Spring 2022 HIST 1003-L6 8-week online.pdf](#)

[Fall 2021 HIST 2055-D1 HSDE.pdf](#)

[Fall 2021 HIST 1001-L6 8-week online.pdf](#)

[Fall 2021 HIST 1001-01 face-to-face.pdf](#)

[Fall 2021 HIST 1003-25 16-week online.pdf](#)

RELATED ITEM LEVEL 2

21-22 GE-Speech Communication

Objective Number: 2.42

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.

Please see the syllabus for AY 2021-2022 PDF file below.

Attached Files

[CMST 1061 Departmental Syllabus Fall 2021.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Updated assessment methods:

These outcomes will be assessed using methods:

- Outcome 1: Assessed using the calculated grade on the informative outline assignment
- Outcome 2: Assessed using the mean of the informative, persuasive, and/or motivational speeches
- Outcome 3: Assessed using the group project

Prior assessment methods:

Faculty will calculate the results for outcomes on:

grade on the informative or persuasive outline for Outcome A. The data from the Informative, Persuasive, or Motivational speeches (varies by instructor) will be combined as one mean for B. Outcome C will be assessed on the group project or a small group quiz. Rubrics will be used to grade the informative and persuasive speeches and the group project.

Rational: These two are essentially the same - updated from last year. The language was changed to match the syllabus.

The benchmark for the outcomes is set at 70%, the minimum graded 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. LSU Eunice 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

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

Direct Assessment using Student Learning Outcomes

For AY 2021-2022, there were 14 sections offered with 344 students enrolled on the census dates for fall 2021 and spring 2022 with 294 (85.5%) of the students being assessed for student learning (see Table 1). Overall, students scored an 87% with both online types scoring similarly around 90%. LSU Eunice face-to-face students scored slightly less at 85%; however, all individual SLOs met or exceeded the 70% benchmark. Note that no course sections were offered at the LSU Alexandria, high school dual enrollment < 50% of a program, or the Ochsner Lafayette General Hospital sites so they were removed from Table 1.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	87	85	90	91
A. Research	88	86	92	90
B. Deliver speeches orally	84	83	88	85
C. Group problem solving	89	86	90	93
Total number of students assessed	294	185	22	87
Total number of sections in AY	14	10	1	3

Two sets of examples from completed rubrics are included below as PDFs as evidence. Two are the spring 2022 from face-to-face sections that had to be marked by hand because the numerical values would not show in a PDF download. In addition, two examples are shown for the 8-week online sections.

Longitudinally, students' scores improved from AY 2020-2021 in the overall and in outcome A (see Table 2). Outcomes B was one percentage point below and outcome C was two percentage points below the AY 2020-2021 results. Students also scored higher in the overall and outcome A compared to the simple longitudinal means from AY 2014-2015. Students scored just below the simple means for outcome B and C. Given that, the longitudinal data also indicates that scores vary slightly from year to year as demonstrated by the data shown in Table 2 since AY 2016-2017. Note that that AY 2016-2017 through present are shown in Table 2; however, the simple means were calculated based on data from AY 2013-2014. AY 2013-2014 through AY 2015-2016 are hidden due to space.

SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	87	87	85	86	86	87	85.8
A. Research	79	84	83	84	83	88	82.3
B. Deliver speeches orally	84	83	85	85	85	84	85.3
C. Group problem solving	98	93	88	90	91	89	91.1
Total number of students assessed	210	190	427	389	301	294	294

Indirect Assessment using Final Grades - Demographics for Achieving the Dream

At the beginning of 2021, LSU Eunice 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 taken by new first-time students. 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. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population enrolled in that courses should successfully complete it and the results should be within ± 5 percentage points.

As noted above, there were 344 students enrolled in CMST 1061 on the census dates for fall 2021 and spring 2022. Overall, 284 (82.6%) of them earned an A, B, or C to successfully complete the course (see Table 3). If the premise that students should successfully complete a course in the same relative proportions is accepted, then the expected variance ranges between 77.6% and 87.6% using the ± 5 percentage points established above. Acknowledging that groups with a small number of students have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 77.6% or above 87.6% and approach 30 students.

Table 3 by Ethnicity shows that Black (non-Hispanic) students under performed at 70.6% (seven percentage points below the minimum 77.6% for the expected variance) and need additional support. All other student groups performed within the expected variance with $n \geq 30$. While this metric is not benchmarked, the variance suggests that there is a need to provide additional support to Black (non-Hispanic) students. Note that the scores for Black (non-Hispanic) increased from last year's 47.6% last year with the overall success rate at 73.6%.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	1	0.3	1	100.0
Asian	2	0.6	2	100.0
Black (non-Hispanic)	102	29.7	72	70.6
Hispanic of any race	10	2.9	10	100.0
Nonresident Alien	3	0.9	3	100.0
Race/Ethnicity Unknown	12	3.5	10	83.3
Two or more races	6	1.7	5	83.3
White (non-Hispanic)	208	60.5	181	87.0
Total	344	100.0	284	82.6

Next, Table 4 depicts the same data by gender indicating that both male and female students fell within the expected variance range.

Table 4. AY 2021-2022 CMST 1061 Success Rate by Gender (all students).				
	Enrolled		A, B, or C	
Gender	n	%	n	%
Female	254	73.8	207	81.5
Male	90	26.2	77	85.6
Total	344	100	284	82.6

In addition, Table 5 details the data by socioeconomic status by whether students received a Pell Grant or not. Both results fell within the expected range and were within 1.1percentage points from each other.

Table 5. AY 2021-2022 CMST 1061 Success Rate by SES (all students).				
	Enrolled		A, B, or C	
Pell	n	%	n	%
No	172	50.0	143	83.1
Yes	172	50.0	141	82.0
Total	344	100	284	82.6

Summary

Given that the direct assessment of student learning overall score = 87% > the benchmark of 70%, this outcome is met.

Attached Files

[Spring 2022 CMST 1061 8-week online Completed Rubric for Speeches.pdf](#)
[Spring 2022 CMST1061 face-to-face completed Rubrics for Speeches.pdf](#)

Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve by (see student learning outcome reports attached below):

LSU Eunice Face-to-Face

- Fall 2021 sections 3 & 4: Encourage students to follow formats and examples given on MyCourses. and review the requirements for effective participation in groups
- Spring 2022 sections 2, 3, & 5: Do not give the group problem solving quiz last because the lowest quiz grade is dropped which causes students with good quiz grades to skip the last one, which is why only 30 students are evaluated for this SLO, rather than the 52 for the first two SLOs.

16-Week Online

- Fall 2021 section 25: Focus on use of Google Scholar to identify seminal research and then using the “cited by” functionality to identify more recent relevant publications.

8-Week Online

- Fall 2021 section L6: Spend more time stressing the importance of using sources to reinforce claims as well as the importance of using vocal citations throughout their speech.
- Spring 2022 section L1: Create more videos to help students locate the things they will need to complete each module as well going through questions live through video.

Attached Files

[Spring 2022 CMST 1061-L1.pdf](#)

[Spring 2022 CMST 1061-2, 3, and 5.pdf](#)

[Fall 2021 CMST 1061-25.pdf](#)

[Fall 2021 CMST 1061-3 and 4.pdf](#)

[Fall 2021 CMST 1061-L6.pdf](#)

RELATED ITEM LEVEL 2

21-22 GE-Humanities - ENGL 2071/2072

Objective Number: 2.43

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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.

Attached Files

[ENGL 2071 Dept Syllabus FA 21.pdf](#)

[ENGL 2072 Dept Syllabus FA 21.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

New Method for AY 2021-2022: 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)

Old Method ending AY 2020-2021

- For outcome 1: ENGL 2071 - tests; ENGL 2072 - midterm and final exam.
- For outcome 2: ENGL 2071 - essay; ENGL 2072 - major written assignment.

Rationale: To allow the faculty members more flexibility to assess outcomes.

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, four sections of the two courses were offered, with 108 students enrolled on the census days for fall 2021 and spring 2022 and 87 (80.6%) being assessed for student learning. As Table 1 indicates, the sections were only offered at the LSU Eunice face-to-face site and 8-week online. As a result, the remaining site columns were removed. Overall, students did quite well, achieving a 90% overall and the online sections outperforming the face-to-face students. All outcomes scored greater than the benchmark of 70%, as Table 1 indicates.

Table 1. AY 2021-2022 ENGL 2071 and 2072 SLO Results by Site as Percentages			
Description	Overall	LSUE FF	Online 8-Wk
Overall	90	83	91
1. Identify significant writers and their work	84	88	83
2. Understand the society and historical change on individual works	94	78	99
Total number of students assessed	87	20	67
Total number of sections	4	1	3

Next, the longitudinal data shown in Table 2 indicates that AY 2021-2022 students scored higher than previous years for the overall and outcome 2, while the results for outcome 1 decreased slightly. The overall and outcome 2 are comparable to the simple means, while the result for outcome 1 is 1.6 percentage points below the simple mean since data was examined in AY 2017-2018.

Description	17-18	18-19	19-20	20-21	21-22	Mean
Overall	87	91	88	86	90	88.3
1. Identify significant writers and their work	84	91	84	85	84	85.6
2. Understand the society and historical change on individual works	90	92	89	91	94	91.2
Total number of students assessed	96	104	80	91	87	91.6

Given that the observed value of 90% > the established benchmark, this outcome is met.

Improvement Plan/ Changes Made:

ENGL 2072 and 2072 Plans of Action include

- Offer monthly optional Zoom meetings to review the material and answer questions
- Offer a review session before the Final Exam

RELATED ITEM LEVEL 2

21-22 GE-Foreign Language (French)

Objective Number: 2.46

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

Objective With Intended Outcomes:

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)

Attached Files

[French I1002 Syllabus Fall2021.pdf](#)

[French 1001 Syllabus Fall 2021.pdf](#)

Assessment/Evaluation/Measures/Strategies:

All **students will be assessed at all sites** (i.e. no sampling). For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Outcomes from FREN 1001 and FREN 1002 will be assessed using the following:

New method:

1. Written chapter exams.
2. Weekly written quizzes.
3. In-class oral and written work.
4. A semester project.
5. A final exam.
6. Online work.

Old method:

1. written quizzes, tests, and the final exam.
2. oral exam.
3. daily assessment and a presentation project.

Rationale: To allow faculty more flexibility

The benchmark is 70%. This is a historic metric and the lowest C (or average grade) for transfer purposes.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, There were three sections of the two courses offered at the LSU Eunice face-to-face site only. As a result, the table with the various sites was not used. A total of 20 students were registered on the census days for the two courses with 20 (100%) of them being assessed for student learning. Students scored the following:

- Overall = 95% (AY 2020-2021 = 92%)
- Written French = 91% (AY 2020-2021 = 85%)
- Conversational French = 97% (AY 2020-2021 = 94%)
- Application = 96% (AY 2020-2021 = 96%)
- n = 20

Students did very well on the SLO assessments scoring a 95% overall. In addition, students in AY 2021-2022 met or exceeded the performance from AY 2020-2021.

Given that the observed value of 95% > the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty member believes he can improve student learning by:

Fall 2021: Assign beginner-level writing projects, including poetry, postcards, descriptions of photos, and family albums (see fall 2021 SLO report below).

Spring 2022: Use a more casual conversational approach to the assessment of conversation and add higher level thinking elements.

Attached Files

[Spring 2022 French 1002 SLO Report.pdf](#)
[Fall 2021 French 1001 SLO Report.pdf](#)

General Education 5: Social Sciences

LSU Eunice Strategic Goals

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----

RELATED ITEM LEVEL 1

General Education 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: 11/1/2021

End: 10/31/2022

Progress:

Providing Department: Academic Affairs

RELATED ITEMS-----

RELATED ITEM LEVEL 2

21-22 GE-Psychology

Objective Number: 2.51

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 see the syllabus for each course below.

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.

Attached Files

[PSYC 2000 Departmental Syllabus AY 21-22.pdf](#)

[PSYC 2060 Departmental Syllabus AY 21-22.pdf](#)

[PSYC 2070 Departmental Syllabus AY 21-22.pdf](#)

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 2021-2022, 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, 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.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Achieving the Dream Course Success Data Demographics

Director of IE's note: This data is not yet benchmarked. LSU Eunice 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

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

PSYC 2000: Introduction to Psychology

For AY 2021-2022, there were 298 students registered in 10 sections of PSYC 2000 with 246 (82.3%) of them being assessed for student learning (see Table 1). Note that no PSYC 2000 courses were offered at the Louisiana State University of Alexandria or Ochsner Lafayette General Orthopedic Hospital sites. As a result, those two sites were removed from Table 1. As Table 1 indicates, students

scored an 86% overall with an 87% on outcome 1, an 86% on outcome 2, and an 85% on outcome three. The LSU Eunice face-to-face site performed the highest with each of the other sites reported being in the 80s. As Table 1 indicates, there was some fluctuation in the scores for each of the individual outcomes; however, students performed above the benchmark for each.

SLO Description	Overall	LSUE FF	Online 16- Wk	Online 8- Wk	Dual Enr < 50%
Overall	86	92	80	84	80
1. Major theoretical perspectives in psychology	87	89	84	87	79
2. Knowledge of major fields of study in psychology	86	94	76	84	80
3. Major goals of the study of psychology	85	92	79	81	81
Total number of students assessed	246	101	63	77	5
Total number of sections	10	4	2	3	1

Table 2 details the longitudinal data from AY 2017-2018 through present with AY 2014-2015 through AY 2016-2017 being hidden for space. The means are calculated using the data from AY 2014-2015 through present. The data from Table 2 indicates that there has been a degree of variation in the data since AY 2017-2018; however, the data from AY 2021-2022 scored above the mean for the time period in all outcomes except outcome 2 being 0.2 percentage points below the mean.

Student Learning Outcomes	17-18	18-19	19-20	20-21	21-22	Mean
Overall	88	81	85	86	86	85.1
1. Major theoretical perspectives in psychology	90	81	84	86	87	85.7
2. Knowledge of major fields of study in psychology	90	80	86	90	86	86.2
3. Major goals of the study of psychology	86	85	86	85	85	83.9
Total number of students assessed	298	435	309	298	246	310

PSYC 2060: Educational Psychology

Next, there was a total of 50 students enrolled in PSYC 2060 on the census days for fall 2021 and spring 2022 with 41 (82.0%) of them being assessed for student learning (see Table 3). Note that PSYC 2060 was only offered at the LSU Eunice face-to-face site. As a result, all other sites were removed from Table 3. Overall, students achieved a score of 83% with an 81% on outcome 1, an 87% on outcome 2, and an 81% on outcome 3.

SLO Description	Overall	LSUE FF
Overall	83	83
1. Major theoretical perspectives in educational psychology	81	81
2. How psychological factors affect the educational process	87	87
3. Critical concepts in educational psychology	81	81
Total number of students assessed	41	41
Total number of sections	2	2

In examining the longitudinal data shown in Table 4, there appears to be some natural fluctuation between the academic years with AY 2021-2022 scoring above the mean in all areas except outcome 1 being 1.7 percentage points below the mean of 82.7%. Note that AY 2014-2015 through AY 2016-2017 for space; however, the data is used to calculate the means.

Student Learning Outcomes	17-18	18-19	19-20	20-21	21-22	Mean
Overall	92	81	82	83	83	80.5
1. Major theoretical perspectives in educational psychology	84	97	80	87	81	82.7
2. How various psychological factors affecting the educational process	94	71	75	78	87	79.5
3. Critical concepts in educational psychology	97	76	87	85	81	79.4
Total number of students assessed	54	58	61	45	41	52

PSYC 2070: Developmental Psychology of the Life Span

For PSYC 2070, there were 555 students enrolled on the census days for fall 2021 and spring 2022 with 486 (87.6%) being assessed for student learning (see Table 5). Note that the course was not offered at any dual enrollment site < 50% of a program or at the Ochsner Lafayette General Orthopedic Hospital sites. 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 91% on outcome 3. Students at the LSU Alexandria face-to-face site scored the highest, however, the low n =13 suggests that the data is skewed to the right and not representative of the 486 students. Students at the LSU Eunice face-to-face site scored a 90% while the eight-week online students scored a 94%, and the 16-week online students achieved an 86%.

Table 5. PSYC 2070 SLO Results by Site AY 2021-2022 as a Percentage.					
SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	Online 8-Wk
Overall	90	90	100	86	94
1. major theoretical perspective in developmental psychology	89	89	100	83	94
2. critical concepts in developmental psychology	90	90	100	89	93
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	91	91	100	82	93
Total number of students assessed	486	187	13	234	52
Total number of sections	17	6	1	8	2

As with the other courses, the longitudinal data presented in Table 6 shows some natural fluctuation in the data from year to year with AY 2021-2022 scoring above the mean in the overall and each outcome. Note that AY 2013-2014 through AY 2016-2017 are hidden for space; however, the data is used in calculating the means.

Table 6. Longitudinal SLO Results for PSYC 2070 by Academic Year as a Percentage.

Student Learning Outcomes	17-18	18-19	19-20	20-21	21-22	Mean
Overall	90	89	89	90	90	87.9
1. major theoretical perspective in developmental psychology	93	89	89	89	89	88.7
2. critical concepts in developmental psychology	90	85	90	90	90	87.6
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	88	90	89	92	91	87.2
Total number of students assessed	392	504	603	487	486	406

Achieving the Dream Demographic Data for PSYC 2000 and PSYC 2070

At the beginning of 2021, LSU Eunice became an Achieving the Dream institution. Toward that end, PSYC 2000 and PSYC 2070 success rates (A, B, C only) are examined using demographic data because the two 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 same relative proportion. For example, if roughly two-thirds of those registered for course xxxx successfully complete it with an A, B, or C at the end of the semester, then roughly two-thirds of the various student groups that make up the population in the course should successfully complete it, and the results should not vary by more than ± 5 percentage points.

As noted above, there were 298 students enrolled in PSYC 2000 on the census dates for fall 2021 and spring 2022. Overall, 181 (60.7%) of them earned an A, B, or C to complete the course. If the premise is that students should successfully complete a course in the same relative proportions, then the variance should range between 55.7% to 65.7%, using the ± 5 percentage points established above. Acknowledging that groups with a small number of students will have a large effect on the percentage, student groups will only be highlighted if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The n = 30 is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution, thus limiting sampling error as the n increases in the sample. Given the conditions, student groups will be highlighted if their achievement was below 55.7% or above 65.7% and approach 30 students. Table 7 shows that Black (non-Hispanic) students are under performing and need additional support, while students from two or more races and White (non-Hispanic) are overperforming.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	2	0.7	1	50.0
Asian	3	1.0	2	66.7
Black (non-Hispanic)	69	23.2	28	40.6
Hispanic of any race	12	4.0	5	41.7
Nonresident Alien	2	0.7	2	100.0
Race/Ethnicity Unknown	8	2.7	6	75.0
Two or more races	8	2.7	5	62.5
White (non-Hispanic)	194	65.1	132	68.0
Total	298	100.0	181	60.7

Next, Table 8 shows the same data by gender indicating that female students are over performing while male students are under performing.

Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	185	62.1	124	67.0
Male	113	37.9	57	50.4
Total	298	100	181	60.7

Table 9 details the success data for PSYC 2000 by socioeconomic status using whether a student was eligible for a Pell Grant. Students who were not eligible for a Pell Grant fell within the ± 5 percentage point variance; however, those receiving a Pell Grant were 2.3 percentage points below the expected ± 5 percentage point variance.

Pell	Enrolled		A, B, or C	
	n	%	n	%
N	180	60.4	118	65.6
Y	118	39.6	63	53.4
Total	298	100	181	60.7

For PSYC 2070, the success rates were 394 (71.0%) out of 555 students as noted above. This establishes an expected variance between 66.0% and 76.0%. As Table 10 denotes, Black (non-Hispanic) scored lower indicating they need additional assistance. White (non-Hispanic) students fell within the expected variance at 75.1%.

Ethnicity	Enrolled		A, B, or C	
	n	%	n	%
American Indian or Alaska Native	2	0.4	2	100.0
Asian	4	0.7	4	100.0
Black (non-Hispanic)	134	24.1	74	55.2
Hispanic of any race	6	1.1	6	100.0
Nonresident Alien	1	0.2	1	100.0
Race/Ethnicity Unknown	11	2.0	10	90.9
Two or more races	16	2.9	11	68.8
White (non-Hispanic)	381	68.6	286	75.1
Total	555	100.0	394	71.0

Next, Table 11 indicates that both male and female students fell with the ± 5 percentage point variance at 70.4% and 73.9% respectively.

Gender	Enrolled		A, B, or C	
	n	%	n	%
Female	463	83.4	326	70.4
Male	92	16.6	68	73.9
Total	555	100	394	71.0

Finally, the socioeconomic status using Pell Grant eligibility for PSYC 2070 is shown in Table 12. It indicates that students receiving a Pell Grant performed below those who were not eligible; however, both fell within the expected level of variance.

Pell	Enrolled		A, B, or C	
	n	%	n	%
N	307	55.3	230	74.9
Y	248	44.7	164	66.1
Total	555	100	394	71.0

Summary

Given that the observed value of

- 86% for PSYC 2000
- 83% for PSYC 2060
- 90% for PSYC 2070

> the established benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

Even though the benchmark of 70% was met, the faculty believe they can improve student learning by (see the student learning outcome reports below):

PSYC 2000

- fall 2021: 8-week online: reduce classes sizes to increase interaction between faculty and students
- fall 2021: LSU Eunice face-to-face: modify the presentation medium for a particular topic and increase the use of online resources
- spring 2022: High School Dual Enrollment: Add additional independent research activities
- spring 2022: LSU Eunice 16-week online: increase the frequency of interactive forums

PSYC 2060

- Spring 2022: LSU Eunice face-to-face: modify some presentation mediums and increase the use of online resources

PSYC 2070

- fall 2021: 8-week online: reduce classes sizes to increase interaction between faculty and students
- fall 2021: LSU Eunice face-to-face: increased interactive and/or written demonstration of completion of this objective would be desirable and should be implemented
- fall 2021: LSU Alexandria face-to-face: focus on repetition and use class group assignments
- spring 2022: 16-week online: incorporate practical examples to enhance knowledge of critical concepts

Attached Files

[PSYC 2070-A1 FA 21 \(LSU Alexandria face-to-face\).pdf](#)

[PSYC 2000-01 FA 21 \(LSU Eunice face-to-face\).pdf](#)

[PSYC 2070-C1 FA 21 \(8-week online\).pdf](#)

[PSYC 2000C-C6 FA 21 \(8-week online\).pdf](#)

[PSYC 2070-02 FA 21 \(LSU Eunice face-to-face\).pdf](#)

[PSYC 2000-20 SP 22 \(16-week online\).pdf](#)

[PSYC 2000-D1 SP 22 \(high school dual enrollment\).pdf](#)

[PSYC 2060-01 SP 22 \(LSU Eunice face-to-face\).pdf](#)

[PSYC 2070-20 SP 22 \(16-week online\).pdf](#)

RELATED ITEM LEVEL 2**21-22 GE-Sociology**

Objective Number: 2.52

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in the sociology course 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 (see syllabi below):

- A. an understanding of sociological theory
- B. an understanding of sociological methodology

[Attached Files](#)

[SOCL 2001 Departmental Syllabus--FA21.pdf](#)

[SOCL 2501 Departmental Syllabus FA21.pdf](#)

Assessment/Evaluation/Measures/Strategies:

An internal direct assessment will take place in both courses in **all sections** (i.e. no sampling). For AY 2021-2022, 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, 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.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 15 total sections offered of SOCL 2001 and SOCL 2501 with 434 students enrolled at the census day for fall 2021 and spring 2022. 400 (92.2%) out of the 434 students enrolled were assessed for student learning (see Table 1). As Table 1 indicates, the two courses were offered at LSU Eunice face-to-face, 16-week online, and 8-week online. The two courses were not offered at any of the other sites. As a result, they were removed from Table 1.

Table 1 indicates that the students from LSU Eunice face-to-face and 16-week online performed similarly overall and outcome B with a seven-percentage point difference on outcome A. The 8-week online sections performed at an 83% overall with an 83% on outcome A and an 82% on outcome B.

Table 1. SOCL 2001 and 2501 SLO Results by Site AY 2021-2022 in Percentages.				
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	87	88	87	83
A. an understanding of sociological theory	86	83	90	83
B. an understanding of sociological methodology	87	88	88	82
Total number of students assessed	400	157	179	64
Total number of sections	15	6	6	3

Even though the outcomes were altered in spring 2021, the longitudinal data is presented in Table 2 indicating that student performance is up slightly from AY 2020-2021. Table 2 also indicates that the performance for AY 2021-2022 is down slightly from past years; however, this may be a factor from the outcome change from spring 2021. Please note that the data from AY 2014-2015 and AY 2015-2016 is hidden; however, the data is included in the calculation of the overall mean.

SOCL 2001 and 2501 SLO Description	16-17	17-18	18-19	19-20	20-21	21-22	Mean
Overall	89	90	87	84	83	87	88.2
A. an understanding of sociological theory	92	92	89	80	84	86	89.4
B. an understanding of sociological methodology	86	88	85	88	82	87	87.0
Total number of students assessed	163	203	349	347	351	400	272

Given that the observed score of 87% > the benchmark of 70%, this outcome is met.

Improvement Plan/ Changes Made:

Even though students met the benchmark, faculty believe they can improve by (see student learning outcome reports below):

16-week online (spring 2022): Advise failing students to have exams proctored (suspected issues of academic dishonesty).

8-week online: Many students did not implement the rules of APA, despite being provided 3 very good YouTube videos on how to correctly write the papers. After a couple of weeks, the faculty member provided a personalized video for them to review. After that, the grades began to improve. Moving forward, a personalized video might prove beneficial.

LSU Eunice face-to-face: Add final warnings (to take tests...failure to take them within the time allotted results in a zero being recorded).

Attached Files

[SP 2022 Socl 2001 25 16-week online.pdf](#)

[Fa 2021 SOCL 2001 L1 \(8-week online\).pdf](#)

[SLO Fa 2021 Soci2001 01 LSU Eunice face-to-face.pdf](#)

RELATED ITEM LEVEL 2
21-22 GE-Political Science
Objective Number: 2.53

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 follow.

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.

See the fall 2021 syllabus below.

Attached Files

[POLS 2051 Syllabus Fall 2021.pdf](#)

Assessment/Evaluation/Measures/Strategies:

All students (i.e. no sampling) at all sites where the course is offered will be directly assessed. For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 2021-2022.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 66 students were registered in three sections on the census day for the fall 2021 and spring 2022 sessions with 58 (87.9%) being assessed for learning. Note that this course was offered online only with one section being 16-week and the other two being 8-week. As a result, all other sites were removed from Table 1. As noted in Table 1, both the 16-week and 8-week online courses were within three percentage points for the overall and within four percentage points for the SLOs. Overall, the data yielded a 90% for all three values.

Table 1. POLS 2051 SLO Results AY 2021-2022 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	90	88	91
1. Roles and powers	90	87	91
2. Analysis	90	88	91
Total number of students assessed	58	20	38
Total number of sections for AY	3	1	2

The longitudinal data is presented in Table 2 for the two years for which the student learning outcomes existed having been updated for AY 2020-2021. As demonstrated in Table 2, student learning increased given the increase in each of the values for the current year. Student learning was also above the simple mean for each value for the two years.

SLO Description	20-21	21-22	Mean
Overall	84	90	87.0
1. Roles and powers	83	90	86.5
2. Analysis	85	90	87.5
Total number of students assessed	28	58	43.0

Given that the observed value = 90% > the established benchmark, this outcome is met.

Improvement Plan/ Changes Made:

Even though students met the 70% benchmark, the faculty member believes she can increase student learning by:

Fall 2021 8-week and 16-week online: create contact sheets so the faculty member can contact students if they are not responding or did not complete assignments.

Attached Files

[Spring 2022 SLO Reporting Form-POLS 2051 8-Week Online.pdf](#)

[Fall 2021 SLO Reporting Form-POLS 2051 16-Week Online.pdf](#)

RELATED ITEM LEVEL 2

21-22 Completion of GE English Composition from College Reading (UNIV 0008)

Objective Number: 2.54

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

Objective With Intended Outcomes:

Developmental students will successfully register and complete their first general education English composition course after completing developmental education (DE) reading.

Assessment/Evaluation/Measures/Strategies:

This 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 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 in a given 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 2015-2016 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 2020-2021, this objective was met.

For AY 2021-2022, 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 July 24, 2022. The results in Table 1 indicate that 145 students enrolled in the developmental reading course with 126 (86.9%) completing it in AY 2015-2016. Further, 126 (100.0%) of the 126 students enrolled in ENGL 1001 and 118 (93.7%) of the 126 successfully completed it with a D or better.

Director of IE's note: Most (approaching 90%) of the students enrolled in the developmental reading course were Pathways to Success students in AY 2015-2016. Pathways to Success students followed a pre-programmed series of courses - one of which was ENGL 1001 thus explaining the 100% enrollment rate.

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
1516	145	126	126	118	100.0	93.7

The data in Table 1 indicates that both the enrollment in GE English composition and successful completion of GE English composition increased over the three-year time span representing a 10.9% increase in enrollment and 13.2% increase in student success (using NCES methodology).

Given that

- the observed value for students enrolling in GE English = 100.0% > the national report's benchmark of 85.3% and
- the observed value for students completing GE English with a D or better = 93.7% > the national report's benchmark of 77.5%

this objective is met.

Improvement Plan/ Changes Made:

Monitor into next year as it will be the last year for this calculation. In fall 2023, no DE courses will be offered in favor of co-requisite courses per a Louisiana Board of Regents mandate.

**RELATED ITEM LEVEL 2
21-22 GE-Geography**

Objective Number: 2.55

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Division of Arts and Sciences

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 - World Regional Geography.

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 2021-2022 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.

Director of IE's note: The faculty member had to change formats and inadvertently left off the SLOs and how they were assessed from the AY 2021-2022 syllabus (see attached). My office caught the error in May 2022 and asked the faculty member to place them in the syllabus along with a code of conduct and ADA statement (see attached). The faculty member did file SLO reports with the correct student learning outcomes at the conclusion of both the fall 2021 and spring 2022 semesters.

Attached Files

[8-14-22 Email to Jason on GEOG 1001 Syllabus.pdf](#)

[Fall 2021 GEOG 1001 Syllabus.pdf](#)

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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 was over 100 students enrolled in it for the academic year.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, a total of 156 students were enrolled in GEOG 1001 on the census days for fall 2021 and spring 2022 with 155 (99.4%) of them being assessed for student learning. As Table 1 indicates, the overall scores were a 78% for overall and outcome 1, a 75% for outcome 2, and an 82% for outcome 3. In addition, 16-week students outperformed the 8-week online sections by three percentage points with the results on outcomes 1 and 3 being slightly higher.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	78	79	76
1. Analyze relationships	78	80	76
2. Changes to the natural environment	75	75	76
3. Societal issues impacting various world regions	82	82	81
Total number of students assessed	155	99	56
Total number of sections	5	3	2

Table 2 displays the longitudinal data indicating that the results for AY 2021-2022 were slightly below the simple means for the time period studied; however, it should be noted that the overall and each outcome were at least five percentage points over the benchmark of 70%.

Student Learning Outcomes	18-19	19-20	20-21	21-22	Mean
Overall	88	82	80	78	82.0
1. Analyze relationships	81	87	82	78	82.1
2. Changes to the natural environment	99	82	75	75	82.8
3. Societal issues impacting various world regions	91	78	85	82	84.0
Total number of students assessed	61	125	124	155	116

Given that the observed overall score = 78% > the established benchmark, this objective is met.

Improvement Plan/ Changes Made:

Even though students met the benchmark, the faculty member felt that he could improve student learning by

Fall 2021: Improve notes and chapter questions that focus on this outcome with a specific focus on globalization and basic geographic locations.

Spring 2022: Maintain the use of written responses and assignments to improve comprehension. Add fill-in-the-blank section to assessments to utilize vocabulary.

Director of IE's Note: The SLOs in the reports in this section are correct. Note that LSU Eunice has one good faculty member to teach GEOG 1001 so two SLO reports were attached as evidence.

Attached Files

[Fall 2021 GEOG 1001-25 \(16-week online\) SLO Report.pdf](#)

[Spring 2022 GEOG 1001-L6 \(8-week online\) SLO Report.pdf](#)

RELATED ITEM LEVEL 2
21-22 General Education Economics

Objective Number: 9.1

Start: 11/1/2021

End: 10/31/2022

Progress: Completed

Provided By: Management (AAS)

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.

Attached Files

[ECON 2000 Syllabus Fall 2021.pdf](#)

[ECON 2010 Syllabus Fall 2021 .pdf](#)

Assessment/Evaluation/Measures/Strategies:

The SLOs will be directly assessed an internally created assessment using quizzes, the midterm, or the comprehensive final exam. Faculty members are permitted flexibility in how they assess the outcomes.

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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

ECON 2000

For AY 2021-2022, four online sections of ECON 2000 were offered with a total of 64 students registered on census day for the fall 2021 and spring 2022 semesters with 52 (81.3%) of the students being assessed for learning. As Table 1 indicates, two sections each of 16-week online and 8-week online were the only sections offered so all other sites were removed from Table 1. The full-term online sections did four percentage points better overall than did the 8-week sections even though the scores on the SLOs were similar due to SLO weighting. Regardless, the students scored above the benchmark for each SLO assessed.

ECON 2000 SLO Descriptions	Overall	Online 16-Wk	Online 8-Wk
Overall	86	87	83
A. Demonstrate knowledge of demand and supply.	80	80	80
B. Demonstrate knowledge of production costs and market structures.	87	87	86
Total number of students assessed	52	41	11
Total number of sections for AY	4	2	2

As shown in Table 2, the longitudinal data suggests that students scored similarly from AY 2020-2021 and AY 2021-2022 with the scores in the last two years being slightly higher than the previous three years. In addition, the scores from AY 2021-2022 were slightly higher than the simple means except for outcome A which was one percentage point below the mean as a result of the 83% scored last academic year. Both suggest increased learning over time.

ECON 2000 SLO Descriptions	17-18	18-19	19-20	20-21	21-22	Mean
Overall	77	79	82	85	86	81.8
A. Demonstrate knowledge of demand and supply.	81	81	80	83	80	81.0
B. Demonstrate knowledge of production costs and market structures.	72	76	81	87	87	80.5
Total number of students assessed	39	69	71	43	52	55

ECON 2010

Next, there were four online sections for ECON 2010 with a total of 53 students being registered on the census days for fall 2021 and spring 2022 with 43 (81.1%) being assessed for learning. The data in Table 3 depicts the results for the academic year indicating that the 16-week online students scored slightly higher than the 8-week online students. Student scored similarly for the overall and outcomes B and C; however, there was a five-percentage point difference for outcome A. Regardless, the students exceeded the benchmark of 70%

for all three outcomes for both methodologies. Note that no ECON 2010 sections were offered at any of the face-to-face sites. As a result, they were removed from Table 3.

ECON 2010 SLO Descriptions	Overall	Online 16-Wk	Online 8-Wk
Overall	86	86	84
A. Demonstrate knowledge of macroeconomic fundamentals.	85	86	81
B. Demonstrate knowledge of fiscal policy and the public sector.	91	92	91
C. Demonstrate knowledge of money, banking, and monetary policy.	81	81	81
Total number of students assessed	43	35	8
Total number of sections for AY	4	2	2

Table 4 presents the ECON 2010 data longitudinally since AY 2017-2018. The data indicates some fluctuation, but overall improvement since the data was first reported in AY 2017-2018. Students' scores in AY 2021-2022 outpaced the results from AY 2020-2021. In addition, the results from AY 2021-2022 also exceed the simple means for the time period (also suggesting increased learning over time).

ECON 2010 SLO Descriptions	17-18	18-19	19-20	20-21	21-22	Mean
Overall	71	82	84	81	86	80.8
A. Demonstrate knowledge of macroeconomic fundamentals.	75	78	81	79	85	79.7
B. Demonstrate knowledge of fiscal policy and the public sector.	68	85	87	81	91	82.5
C. Demonstrate knowledge of money, banking, and monetary policy.	68	82	85	76	81	78.3
Total number of students assessed	26	27	72	47	43	43

Summary

Given that the observed scores for student learning outcomes in

- ECON 2000 = 86% > the observed score of 70% and
- ECON 2010 = 86% > the observed score of 70%

this outcome was met.

Improvement Plan/ Changes Made:

Even though students met the benchmark for both courses, the faculty believe they can increase student learning by:

For ECON 2000

- Fall 2021 section 25 (full semester online): Continue to offer students support and present students with videos offering instructions.
- Spring 2022 section C1 (8-week online): provide simulation to help with learning.

For ECON 2010

- Spring 2022 Section 25 (full semester online): consider using videos and offer additional support.
- Fall 2021 section C1 (8-week: add practice work/questions).

Attached Files

[ECON 2000 L1 Spring 2022 SLO Report.pdf](#)

[ECON 2000 25 Fall 2021 SLO Report.pdf](#)

[ECON 2010 25 Spring 2022 SLO Report.pdf](#)

[ECON 2010 C1 Fall 2021 SLO Report.pdf](#)

General Education 6: Art

LSU Eunice Strategic Goals

Start: 11/1/2021

End: 10/31/2022

Progress: Ongoing

Providing Department: LSU Eunice

1. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
2. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
3. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.
4. To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

RELATED ITEMS-----**RELATED ITEM LEVEL 1****General Education 6: Art****General Education Description:** An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.**Start:** 11/1/2021**End:** 10/31/2022**Progress:****Providing Department:** Academic Affairs**RELATED ITEMS-----****RELATED ITEM LEVEL 2****21-22 GE-Art****Objective Number:** 2.61**Start:** 11/1/2021**End:** 10/31/2022**Progress:** Completed**Provided By:** Division of Arts and Sciences**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.

The SLOs are 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.

Sample Syllabi (see PDF files below).

Attached Files

[ART 1441 Departmental Syllabus AY21-22.pdf](#)

[ART 1440 Departmental Syllabus AY21-22.pdf](#)

[ART 2470 Departmental Syllabus AY21-22.pdf](#)

Assessment/Evaluation/Measures/Strategies:

Art 1440, 1441, and 2470 were chosen to analyze student learning outcomes in order 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 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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)

The benchmark for each is 70% and is the lowest C for transfer purposes.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 358 students registered in 16 sections on the census days for fall 2021 and spring 2022 with 253 (70.7%) assessed for student learning (see Table 1). Students did well scoring an 85% overall, an 82% on outcome 1, a 90% on outcome 2, and an 84% on outcome 3. The high school dual enrollment site students scored the highest at 91% with the LSU Eunice face-to-face site at 87%, and the two online types scoring similarly except for outcome 1.

Table 1. Art History SLO Results by Site AY 2021-2022 in Percentages.

Art History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	85	87	84	82	91
1. Locate works of art within historical periods, cultures, and styles	82	85	86	60*	91
2. Recognize Important examples of art and architecture	90	89	87	97	91
3. Demonstrate an understanding of the relationship between art and society	84	86	81	84	91
Total number of students assessed	253	84	111	38	20
Total number of sections	16	6	5	3	2

*Note that LSU Eunice typically has one faculty member teaching the 8-week online sections of ART most academic years and a 60% in any of the SLOs has never happened in the past. For example, In AY 2020-2021 SLO 1 for the 8-week sections = 96%; for AY 2019-2020 SLO 1 = 95%; and for AY 2018-2019 SLO = 90%. The faculty member noted some of the reason students did not score well for SLO 1 in an email exchange with the Director of IE (see the PDF file attachment Email Conversation on Art SLOs below).

Next, the longitudinal data for two years is presented in Table 2 keeping in mind that the SLOs changed in AY 2020-2021. Students in AY 2021-2022 scored slightly higher than those from AY 2020-2021 except for outcome 2 that slipped two percentage points. They also scored slightly higher than the simple means for the two years.

Table 2. Longitudinal SLO Results for Art History by Academic Year as a Percentage.

Student Learning Outcomes	20-21	21-22	Mean
Overall	82	85	83.6
1. Locate works of art within historical periods, cultures, and styles	81	82	81.5
2. Recognize Important examples of art and architecture	92	90	90.8
3. Demonstrate an understanding of the relationship between art and society	71	84	77.3
Total number of students assessed	140	253	197

Given that the observed score for student learning outcome of 85% > the established benchmark of 70%, this outcome is met.

Attached Files

[Email Conversation on Art SLOs.pdf](#)

Improvement Plan/ Changes Made:

Even though the students met the SLO benchmark, faculty think they can improve by

Face-to-face

- Fall 2021 ART 1440-01: Provide study guides and resources to aid retention.
- Spring 2022 ART 1440-01: Reinstitute group activities to encourage active learning, provide online resources, and note taking techniques to aid retention.

16-Week Online

- Fall 2021 ART 1441-20 and 21: Implement classroom activities to encourage active learning.
- Spring 2022 ART 1440-20 and 21: Emphasize connections between time periods and cultures in the visual arts through readings and forums.

8-Week Online (note that both are from the first outcome)

- Fall 2021 ART 1440-C6: The faculty member suggests that students make a PowerPoint of artworks with titles, styles, and artists names and engage in increased review of these works to improve their success rate.
- Spring ART 1441-C6: I will encourage students to review works and their related styles more often and encourage students to complete to a fillable study guide for each chapter.
- In an email exchange the faculty member mentioned that he would post a review sheet to try to assist students (see Email Conversation on Art SLOs PDF file below).

High School Dual Enrollment

- Spring 2022 ART 1440-D1: Ask students to present their work to the class. The faculty member often asks student to present their completed work to the class to emphasize correct work and learn from mistakes (see 8-16-22 email file below).

Attached Files

[Spring 2022 ART1440-20 and 21 SLO Report \(16-week online\).pdf](#)

[Fall 2021 ART 1440-C6 SLO Report \(8-week online\).pdf](#)

[Spring 2022 ART 1441-D1 \(Dual Enrollment\).pdf](#)

[Fall 2021 ART 1440-01 SLO Report \(LSU Eunice face-to-face\).pdf](#)

[Fall 2021 Art 1440 sections 20 and 21 SLO Report \(both are 16-week online\).pdf](#)

[Spring 2022 ART 1440-01 SLO Report \(LSU Eunice face-to-face\).pdf](#)

[Spring 2022 ART 1441-C6 SLO Reporting Form \(8-week online\).pdf](#)

[8-16-22 Email from ART Dual Enrollment Faculty Member.pdf](#)

[Email Conversation on Art SLOs.pdf](#)

RELATED ITEM LEVEL 2**21-22 GE-Art (Music Appreciation)****Objective Number:** 2.62**Start:** 11/1/2021**End:** 10/31/2022**Progress:** Completed**Provided By:** Division of Arts and Sciences**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 - see below).

Attached Files

[MUS 1751 Departmental Syllabus AY21-22.pdf](#)

Assessment/Evaluation/Measures/Strategies:

All students will be assessed (i.e., no sampling) on the course final exam or individual unit exams for all students. For AY 2021-2022, 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, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

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)

The methods listed will permit faculty flexibility in generating their outcome data.

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.

Attached Files

[2-4-22 Response from SACSCOC LSU Lab Closing.pdf](#)

Assessment/Evaluation Results (Progress Report):

For AY 2020-2021, this objective was met.

For AY 2021-2022, there were 440 students enrolled in 14 sections on the census dates for fall 2021 and spring 2022 with 405 (92.1%) of them being assessed for student learning. As Table 1 indicates, students scored an 85% overall with outcome 1 = 90%, outcome 2 = 84%, and outcome 3 = 80%. The LSU Eunice face-to-face, 16-week online, and high school dual enrollment < 50% sites scored similar with an overall = 87%. The 8-week online scored lower with an overall of 79%. Nevertheless, all outcomes and the overall for each site exceeded the 70% benchmark. Note that MUS 1751 was not offered at the LSU Alexandria site or at the Ochsner Lafayette General Hospital site. As a result, the two sites were removed from Table 1.

Table 1. MUS 1751 SLO Results by Site for AY 2021-2022 as Percentages					
History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	85	87	87	79	87
1. Locate works of art within historical the periods, cultures, and styles	90	85	91	87	89
2. Recognize important examples of art and architecture	84	82	87	76	84
3. Demonstrate an understanding of the relationship between art and society	80	94	80	76	81
Total Number of Students:	405	11	261	102	31
Total Number of Sections:	14	1	8	4	1

Next, the longitudinal data presented in Table 2 indicates that students scored similarly to the data from AY 2020-2021 when the student learning outcomes changed. The data in Table 2 for the current version of the outcomes is similar numerically to the data from the old outcomes from AY 2015-2016 through 2019-2020 (the simple means were overall = 89.4%, outcome 1 = 91.0%, outcome 2 = 90.4%, and outcome 3 = 89.4%).

Table 2. MUS 1751 Longitudinal Data as Percentages.			
MUS 1751 SLO Description	20-21	21-22	Mean
Overall	86	85	85.3
1. Locate works of art within historical the periods, cultures, and styles	92	90	91.0
2. Recognize important examples of art and architecture	84	84	83.9
3. Demonstrate an understanding of the relationship between art and society	81	80	80.3
Total number of students assessed	333	405	369

Given that the overall observed value for direct assessment of 85% > the established benchmark of 70%, this outcome was met.

Improvement Plan/ Changes Made:

Even though the students met the outcome, faculty believe they can improve success by (see PDF files below by semester for documentation):

16-Week Online

- Fall 2021 MUS 1751-23: Encourage students to participate in all activities.
- Spring 2022 MUS 1751-25: Implementation of additional learning aids for students.

8-Week Online (note this instructor tests outcomes two and three together so the same score is reported for both)

- Fall 2021 MUS 1751-C1: The instructor will develop additional worksheets of various types that supplement concepts included in the reading assignments. Additional YouTube videos will be incorporated in the modules to clarify concepts included in the reading assignment.

- Spring 2022 MUS 1751-C6: The instructor will develop new worksheets of various types that supplement concepts included in the reading assignments. Additional YouTube videos will be incorporated in the modules to clarify concepts included in the reading assignment.

High School Dual Enrollment

- Spring 2022 MUS 1751-D2: Since adequate class time was allotted to these topics, additional resources will be used to explain these ideas in subsequent semesters.

Attached Files

[Spring 2022 MUS 1751-C6 SLO Report \(8-week online\).pdf](#)

[Spring 2022 MUS 1751-25 SLO Report \(16-week online\).pdf](#)

[Spring 2022 MUS 1751 D2 SLO Report \(high school dual enrollment\).pdf](#)

[Fall 2021 MUS 1751-23 SLO Report \(16-week online\).pdf](#)

[Fall 2021 MUS 1751-C1 SLO Report \(8-week online\).pdf](#)