

Office of Institutional Effectiveness and Accreditation  
Preliminary Results from the Capacity Café  
October 11, 2021

Capacity	Level	Average	Strengths	Lack of Information (Don't know)	Gaps (Areas to Strengthen)	Actions to be Taken
Leadership & Vision	3	2.6	<p>CEO actively supports student success (LF)<sup>1</sup></p> <p>Leaders willing to support changing policies &amp; procedures (LF)</p> <p>CEO has an open-door policy (CCN)</p>	<p>Board willing to empower &amp; support CEO &amp; leadership to improve student success (LF)</p> <p>Leaders willing to take risks? (LF)</p> <p>Do leaders set expectations &amp; hold employees for making data informed decisions? (LF)</p> <p>What exactly is LSUE's definition of student success? (CC)</p>	<p>Urgency to improve outcomes &amp; narrow equity gaps (LF)</p> <p>Celebrate wins to support student success (LF)</p> <p>Communication from CEO and between major departments (CC)</p> <p>LSUE is in conflict with itself (Community College versus University) (EX)</p>	<p>All goals &amp; objectives need to focus on student success (EX)</p> <p>All employees need to be accountable for student success (EX)</p> <p>Add to Extended Cabinet to include all directors (CCN)</p> <p>Begin having monthly division meetings (CCN)</p>
Data & Technology	3	2.5	<p>Key Performance Indicators exist (LF)</p> <p>Performance targets exist for improvement (LF)</p> <p>IT staff &amp; faculty did a great job going online in spring 2020 for CV-19 (CCN)</p>	<p>Is course success data disaggregated for equity? (LF)</p> <p>Is labor market data tracked? (LF)</p> <p>We often don't know what we don't know (CC)</p> <p>Don't know where to find data (CC)</p> <p>What data is needed to support student success (CC)</p>	<p>Data on student success not broadly shared (LF)</p> <p>Professional development in support of student success technologies is needed (LF)</p> <p>What do we do when technology fails the student? (CCN)</p>	<p>Communicate data using short summaries (CC)</p> <p>Involve students in what data needs to be collected (CCN)</p> <p>Triggers – analytics (CCN)</p>

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Equity	3	2.6	<p>Employment policies support equity (LF)<sup>2</sup></p> <p>Employees reflect demographics of student body (LF)</p> <p>Equitable practices exist (LF)</p>	<p>Does the strategic plan include measurable goals to advance equity? (LF)</p> <p>Coordination efforts related to equity? (LF)</p> <p>Is LSUE ready for its students? (CC)</p> <p>Are students' basic needs met? (CC)</p> <p>What is LSUE's definition of Equity, Inclusion, &amp; Diversity? (CC)</p> <p>Don't know the SES (and general demographics) of our own students (CCN)</p> <p>Is there help for first generation students? (CCN)</p>	<p>What does data say about the past? (LF)</p> <p>Analytics (LF)</p> <p>Defined policies for data management (LF)</p> <p>High school training (CC)</p> <p>Housing limited (CC)</p> <p>Affordability (CC)</p> <p>Communication between committee &amp; campus (CC)</p> <p>Campus needs more than just email communication (CC)</p> <p>Students don't check email (CCN)</p> <p>Many students have difficulty reading (CCN)</p> <p>Professional development needed in this area (CCN)</p>	<p>Need to begin to change culture (CC)</p> <p>Better interaction between departments on resources available (CC)</p> <p>Educate students on resources available to them (CCN)</p>

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Engagement & Communication	3	2.5	Transfer programs (LF) <sup>3</sup>	<p>Work with employers to align programs &amp; services to demand in the area (LF)</p> <p>Most employers only know about nursing and allied health programs (CCN)</p> <p>How much do we engage with K-12? (CCN)</p>	<p>Broadly communicate student success vision &amp; goals (LF)</p> <p>Students are often not aware of services (CC)</p> <p>Solicit input from faculty &amp; staff on student success (LF)</p> <p>Include faculty &amp; staff in the design of student success initiatives (LF)</p>	<p>More change requires that communication trickle down to everyone (EX)</p> <p>Use mentorships for new students (CCN)</p> <p>Use text messaging more because students don't read email (CCN)</p> <p>Offer more technical programs like EMT (CCN)</p>

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Teaching & Learning	3	2.5	<p>Student basic needs are met (LF)<sup>4</sup></p> <p>DE restructured so students can complete a GE math &amp; English course in the first year (LF)</p> <p>Transfer pathways exist (LF)</p> <p>Robust dual enrollment (CC)</p>	<p>Are program outcomes aligned with employer needs and demands? (LF)</p> <p>Is data used for program improvement? (LF)</p> <p>Communication between faculty and student success was virtually nonexistent and is now limited? (CCN)</p>	<p>Professional development for faculty &amp; staff to include adjuncts (LF)</p> <p>Redesign processes so they are easier for students to navigate (LF)</p> <p>Provide early career services (LF)</p> <p>Promotion &amp; tenure rules don't necessarily work toward student success (EX)</p> <p>Students are often not aware of services (CC)</p> <p>Transfer seamless? (CC)</p> <p>Better engage students (CC)</p> <p>Faculty mentorship? (CCN)</p>	<p>Degree tracking system (CC)</p> <p>Create a career services department (CC)</p> <p>Increase resources for student support (CC)</p> <p>Faculty need to be instrumental in helping student holistically and this needs to be part of the expectation (EX)</p> <p>Online and face-to-face courses should not be taught the same way (EX)</p> <p>Student support should include faculty, staff, and students (EX)</p> <p>Need to bridge the success gap (online versus face-to-face) (EX)</p> <p>Develop Partnerships with high schools to address gaps (CCN)</p>

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Strategy & Planning	2	2.4	Shared responsibility for student success (LF) <sup>5</sup> Overall climate good (CC)	What exactly is strategic planning? (CC) Is there a financial plan to support student success? (CCN) Marketing to promote LSUE and successes-very few LSUE signs in the area (CCN) What exactly is student success? (CCN) Budget is unknown (CCN)	Prioritize student success above all other priorities (LF) Improve communication within & between divisions (CC) Financial resources Pathways to Success lacks follow up (CC) There is a lack of alignment between coursework and support (EX)	What are the essential services? (EX) Build a climate of participation (CCN) Onboarding needs additional work (CCN)

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Policies & Practices	3	2.7	Accountability exists for institutional policies (LF) <sup>6</sup> (Student Bill of Rights being created) (CCN)	<p>Include internal &amp; external stakeholders relative to policies &amp; practices (LF)</p> <p>Does LSUE have an attendance policy (CC)</p> <p>Can the for-credit process be streamlined? (CCN)</p> <p>Constant advising issues in summer with many faculty members out (CCN)</p> <p>Are faculty really held accountable? No physical observations (CCN)</p> <p>Why does ODS have so many steps? Causes anxiety (CCN)</p>	<p>Include internal &amp; external stakeholders relative to policies &amp; practices (LF)</p> <p>Policies often not data informed (CC)</p> <p>Communication (CC)</p> <p>Faculty evaluation (CC)</p> <p>Various offices not always on the same page (CCN)</p> <p>Some forms such as Academic exceptions and Special Permission are complex &amp; difficult for students (CCN)</p> <p>Some policies rescinded because they were "barriers" (CCN)</p> <p>8-week online courses are not always the best option for students (CCN)</p> <p>Faculty loads not conducive for out of class tasks (CCN)</p>	<p>Need to enhance policies related to students (CC)</p> <p>Place students at center (CC)</p> <p>Reactivate Faculty Senate Policy Committee (CC)</p> <p>Streamline Geaux Center as it is not a one stop shop (CC)</p> <p>Update Pathways policies because they are not being enforced (CCN)</p> <p>Use a more holistic placement procedure (CCN)</p> <p>Highlight student policies on the website (CCN)</p> <p>Connect rationale to policies &amp; why that policy is necessary for students to succeed (CCN)</p>

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Next steps:

- Begin using the Post-Secondary Partnership data on Early Momentum Metrics
- Specific data on the completion of college level mathematics and English in the first year and disaggregate data relating to equity
- Target students completing first level college mathematics and English in their first year
- Celebrate early wins
- Begin developing action steps that are due in February