

Louisiana State University at Eunice



Selected Information on Student Achievement Fall 2021 for Academic Year 2019-2020

Office of Institutional Effectiveness and Accreditation
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Please direct questions about this document to Dr. Paul Fowler, Director of Institutional Effectiveness at pfowler@lsue.edu.

Introduction

Louisiana State University at Eunice (LSU Eunice) has four strategic goals that guide the institution in meeting its mission.¹ 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.

SACSCOC Standard 8.1²

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

On April 27, 2021, The Chancellor's Cabinet approved the following updated Student Achievement Criteria for LSU Eunice:

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

¹ Note that as of this writing, these strategic goals are under review as part of the ongoing strategic planning process. See the Strategic Planning Website at <https://www.lsu.edu/institutional-effectiveness/planning/index.php>.

² This document is provided to comply with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Policy on Institutional Obligations for Public Disclosure on Student Achievement, Core Requirement 8.1, and the SACSCOC Board of Trustees Interpretation of Core Requirement 8.1. Because data must be complete for the report, it was decided that the data reported would be from the year prior to the Academic Year under evaluation where possible. As a result, this report for fall 2021 for AY 2020-2021 will utilize Institutional Effectiveness data from AY 2019-2020.

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

Each of these Student Achievement Criteria relate directly to one or more strategic goals to fulfill LSU Eunice's Mission.

Terms Used in this Document (in order that they appear):

Criterion – The institutional measure (metric) used for the assessment of student achievement.

Threshold of Acceptability – A minimum numerical target or value that the institution does not wish to fall below.

Goal – A numerical value or target that the institution desires to achieve.

Outcome – The evaluation (or discussion) of the current data that includes the numerical value achieved in a given year for the criteria, a comparison of the observed score to the goal, a statement of whether the outcome was met or not, and the data source.

n – The number of students being assessed.³

Improvement – Specific action used to improve based on the reported results of the outcome.

³ LSU Eunice uses all students in examining data to determine whether an outcome is met or not. For example, in examining success rates in gateway courses, the data from all students enrolled in the course on the census is utilized. Sampling of course sections is not used. The data in this document includes all students at all LSU Eunice sites (LSU Eunice face-to-face, LSU Alexandria face-to-face, online (both 16-week full semester and 8-week accelerated), dual enrollment sites < 50% of a program, Ochsner Lafayette General Orthopaedic Hospital, and the LSU Laboratory High School).

Criterion 1 (Institutional Effectiveness Objective 1.4): National Clearinghouse Six-Year Total Graduation Rate (SACSOC Key Student Completion Indicator)

LSU Eunice seeks to increase the six-year completion rate of first-time credential seeking students.

Rationale: Increasing the population in the state with a higher education credential is a priority of the Louisiana Board of Regents. In addition, successful student completion of an Associate Degree or Certificate of Technical Studies supports the mission of LSU Eunice, and supports LSU Eunice's Strategic Goals 1-4: 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, and; (4) demonstrate a culture of continuous improvement.

Finally, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Two objectives of that project have become integrated in LSU Eunice's Strategic Plan are: (1) Partner with community stakeholders to create aligned postsecondary pathways to sustainable careers in the emerging digital economy that advance economic opportunity for local individuals and families. (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal supports needed to participate in the 21st-century economy.

Threshold of Acceptability: 21.33%

Rationale: Data was examined for five years from the fall 2008 cohort through the fall 2013 cohort. The 21.33% is the six-year total graduation rate for the cohort beginning fall 2008 and is the lowest of any year studied.

Goal: 34.60%

Rationale: The 34.60% represents the National Student Clearinghouse six-year graduation rate for the cohorts beginning in fall 2008 through fall 2013 which is 2130 students out of 6156 in the cohort.

Outcome: For first-time credential seeking students in the fall 2014 cohort (n = 798), institutional data combined with the National Student Clearinghouse data indicated a six-year total completion rate of 35.0% (n = 279) through Summer 2020.⁴ Given that the observed value of 35.0% > the goal of 34.60%, **this outcome is met.**

Improvement: Even though this objective was met, it decreased from 43.41% from the fall 2013 cohort. In January 2021, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort. This initiative aims to strengthen the capacity of rural colleges to train students for careers that pay family sustaining wages in today's digital economy.

Criterion 2: (Academic Affairs Objective 4.5) First-Time, Full-Time Fall-to-Fall Associate Degree Seeking Student Retention

LSU Eunice seeks to increase student retention for first-time full-time student degree seeking students from fall 2019 to the fall 2020 semester.

Rationale: Postsecondary education is a priority of the Louisiana Board of Regents. Increased enrollment supports the mission of LSU Eunice and supports Strategic Goals 1 and 2: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (1) ensure student access and (2) strengthen student success.

In addition, two objectives from the Achieving the Dream project have become integrated in LSU Eunice's Strategic Plan are: (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal supports needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow equity gaps between groups of rural students in their service area (e.g.,

⁴ The in-state graduation rate for the fall 2014 cohort (defined as first time full-time) is 28.19% according to the Louisiana Board of Regents. This was second to only SLCC at 35.48%. See <https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/SSPS/BRGRATERPT>.

between Black, Latinx, and white students, or between low-income/Pell-eligible and higher-income students, or women and men) over a five-to-seven-year time period.

Threshold of Acceptability: 63.85%.

Rationale: Retention was examined from fall 2011 to fall 2012 through fall 2018 to fall 2019. This value is the lowest retention value and was from fall 2018 to fall 2019.

Goal: 67.13%.

Rationale: This goal is based on the overall retention fall 2011 to fall 2012 through fall 2018 to fall 2019. In those eight academic years, there were 5,032 new first-time full-time degree-seeking students with 2,575 retained the following fall semester at LSU Eunice and 803 transferring within the State of Louisiana. Total students retained was 3,378.

Outcome: There were 678 new first-time full-time student degree-seeking students enrolled for fall 2019 according to official data. Of the 678 students, 348 returned to LSU Eunice while 86 transferred to other institutions of higher education in the State of Louisiana. Since the observed of 434 (64.01%) of the students were retained < the goal of 67.13%, **this outcome is not met**. Data generated for this outcome was downloaded from the Louisiana Board of Regents Statewide Student Profile System and summarized by the Office of Institutional Effectiveness.

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

Criterion 3 (Academic Affairs Objective 4.3): Increase Completion

LSU Eunice will increase student Associate Degree and Certificate completion.

Rationale: Increasing the number of completers supports the mission of LSU Eunice and supports Strategic Goals 2 and 3: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (2) strengthen student success and (3) expand partnerships. Partnerships include, among others, business, hospitals, and high schools within the area. In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Three objectives of that initiative that has become integrated in LSU Eunice's Strategic Plan are: (1) Partner with community stakeholders to create aligned postsecondary pathways to sustainable careers in the emerging digital economy that advance economic opportunity for local individuals and families. (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal supports needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow equity gaps between groups of rural students in their service area (e.g., between Black, Latinx, and white students, or between low-income/Pell-eligible and higher-income students, or women and men) over a five-to-seven-year time period.

Threshold of Acceptability: 289 in an academic year.

Rationale: Completion data was analyzed from AY 2010-2011 through AY 2018-2019. The 289 completers was the lowest number of degrees and certificates/diplomas completed in AY 2010-2011 and AY 2011-2012.

Goal: 315.1 completers in an academic year.

Rationale: The 315.1 completers is the overall mean number students using data over nine years from AY 2010-2011 through AY 2018-2019.

Outcome: In AY 2019-2020, completion data was downloaded from the Louisiana Board of Regents reported by LSU Eunice's Office of Institutional Effectiveness. LSU Eunice had a total of 389 completers. Given that the observed number of completers is 389 > the goal of 316.2, **this outcome is met.**

Improvement: Even though the objective was met, The Enrollment Management Committee recommended implementing a formal reverse transfer program, placing students using unofficial transcripts (then following up), and super scoring ACT scores to reduce time to completion.

Criterion 4 (Multiple Objectives): Licensure Rates

LSU Eunice's Radiologic Technology, Nursing, and Respiratory Care Programs seek to have students successfully pass their licensure exams.

Rationale: Students successfully completing their licensure exams after graduation supports the mission of LSU Eunice and LSU Eunice's Strategic Goals 2 and 3: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (2) strengthen student success and (3) expand partnerships.

Threshold of Acceptability with Rationale:

Radiologic Technology: Students will score at the 75th percentile or higher within six months on the first attempt on the American Registry of Radiologic Technologist Board Exam in Radiography. This threshold is established by the American Registry of Radiologic Technologist Board Exam in Radiography.

Nursing: Students will score at or above the national mean and/or 80% or above for first-time test-takers on the National Council Licensure Examination for Registered Nurses. Threshold established by the Louisiana State Board of Nursing (LSBN).

Respiratory Care: The minimum success rate is 60% on a 3-year average established by the National Board of Respiratory Care Exam. Threshold established by the accrediting agency – the Commission on Accreditation for Respiratory Care.

Goal and Rationale:

Radiologic Technology: Same as Threshold of Acceptability to maintain accreditation.

Nursing: Same as Threshold of Acceptability to maintain accreditation.

Respiratory Care: Same as Threshold of Acceptability to maintain accreditation.

Outcome:

Radiologic Technology: For students completing spring 2020, the pass rate was 91% (21 out of 23 students) with a mean score = 83.0th percentile. **Outcome met.** Data reported through the program director from the American Registry of Radiologic Technologist Board Exam in Radiography website.

Nursing: Students at the Eunice site pass rate = 83.93% completing in spring 2020 and Lafayette site pass rate = 90.32% completing in fall 2019 (n = 87 between the two sites). **Outcome met.** Data reported through the program director from the National Council Licensure Examination for Registered Nurses website.

Respiratory Care: For students completing in fall 2020, the pass rate was 100% with a mean score = 114.2 (n = 12). **Outcome met.** Data reported through the program director from the National Board of Respiratory Care Exam website.

Improvement:

Radiologic Technology: Will discuss with faculty and seek input even though the objective was met.

Nursing: Faculty will monitor the ongoing improvements with the National Council Licensure Examination for Registered Nurses.

Respiratory Care: The Program Director and faculty will continue to monitor the program curriculum closely to ensure it aligns with the detailed content matrix provided by the National Board for Respiratory Care.

Criterion 5 (Multiple objectives): Entry Level General Education English and Mathematics Success Rates for AY 2019-2020⁵

⁵ The success rates are generated by taking the total of all students with a final grade of A, B, or C and then dividing by the total registered on the 14th (census) day.

English Composition: Students will successfully complete (grade of A, B, or C only) their general education coursework developing competencies in written communication as required by their curricula. This outcome was assessed by the course success rates for ENGL 1001 (English Composition).

Mathematics: Students will successfully complete (grade of A, B, or C only) their general education coursework developing competencies in mathematics as required by their curricula. This outcome was assessed by the course success rates for MATH 1015 (Applied College Algebra), MATH 1020/1021 (College Algebra).

Rationale: Successful completion of entry level general education courses increases the likelihood of completion, supports the mission of LSU Eunice, and supports LSU Eunice's Strategic Goal 2: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. One of the objectives from that initiative has become integrated in LSU Eunice's Strategic Plan: (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow equity gaps between groups of rural students in their service area (e.g., between Black, Latinx, and white students, or between low-income/Pell-eligible and higher-income students, or women and men) over a five-to-seven-year period.

Threshold of Acceptability and Rationale:

English Composition: The minimum value is 72.53%. Historical data was examined from AY 2013-2014 through AY 2018-2019. The 72.53% is the minimum success rate from AY 2014-2015 and based on the data for 961 students.

Mathematics: The minimum value is 58.62%. Historical data was examined from AY 2013-2014 through 2018-2019. The 58.62% is the minimum success rate from AY 2015-2016 and is based on 887 students.

Goal and Rationale:

English Composition: The goal is 76.62%. The 76.62% is calculated from the ratio of students successfully completing the ENGL 1001 with an A, B, C, or P over the total number of students enrolled in the course on the 14th day for each semester from AY 2013-2014 through 2018-2019 (5158/6732).

Mathematics: The goal is 60.12%. The 60.12% is calculated from the ratio of students successfully completing MATH 1015, MATH 1020, or MATH 1021 with an A, B, C, or P over the total number of students enrolled in the course on the 14th day for each semester from AY 2013-2014 through 2018-2019 (3345/5564).

Outcome:

English Composition: Data for AY 2019-2020 indicates a success rate of 76.53% (799/1044). Given that the observed score of 76.53% < the goal of 76.62%, **this outcome is not met**. All data is from the Office of Institutional Research summarized by the Office of Institutional Effectiveness.

Mathematics: Data for AY 2019-2020 indicates a success rate of 57.29% (491/857). Given that the observed score of 57.29% < the goal of 60.12%, **this outcome is not met**. All data is from the Office of Institutional Research summarized by the Office of Institutional Effectiveness.

Improvement:

English Composition: Monitor results given that courses were shifted to online in spring 2020 due to the Covid-19.

Mathematics: The results indicated that the success rates were below the Threshold of Acceptability as well. The LSU Eunice administration believes that the results should be monitored because courses were shifted to online in spring 2020 due to the Covid-19 pandemic.

In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. One of the objectives from that initiative has become integrated in LSU Eunice's Strategic Plan: (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow equity gaps between groups of rural students in their service area (e.g., between Black, Latinx, and white students, or between low-income/Pell-eligible and higher-income students, or women and men) over a five-to-seven-year period. Success data based on Ethnicity, income, and

gender was incorporated into the AY 2020-2021 Institutional Effectiveness data as it was being written to begin the discussion on how to improve and further assist students.

Criteria 6 (Objectives from all programs): Graduate Employment and/or Continuing Education

Upon graduation, students either will be employed in their chosen field or will continue their education (graduating AY 2019-2020 unless noted).⁶

Rationale: Graduates obtaining employment supports the mission of LSU Eunice through Strategic Goals 2 and 3: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (2) strengthen student success and (3) expand partnerships.

In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Three objectives of that initiative have become integrated in LSU Eunice's Strategic Plan are: (1) Partner with community stakeholders to create aligned postsecondary pathways to sustainable careers in the emerging digital economy that advance economic opportunity for local individuals and families. (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal supports needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow equity gaps between groups of rural students in their service area (e.g., between Black, Latinx, and white students, or between low-income/Pell-eligible and higher-income students, or women and men) over a five-to-seven-year time period.

⁶ The Chancellor's Cabinet approved a methodological change in the calculation from all graduating students in the denominator to all students who could be contacted (subtracting out students not contacted).

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁷ Employment was	Improvement
Radiologic Technology	75% based on program accreditation standards	same	100% within 12 months of graduation for 23 students; all students contacted; outcome met	Continue to monitor the job market.
Nursing	90% based on program accreditation standards	same	95.4% at time of graduation for 87 students; all students contacted; outcome met	No changes – monitor placement.
Respiratory Care (December 2020)	70% historical based on past program accreditation standards	same	100% at time of graduation for 12 students; all students contacted; outcome met	Routinely meet with students.
Fire & Emergency Services	67% from AY 2012-2013 data	89.5% based on historical average from AY 2012-2013 to AY 2018-2019	67% six months after graduation with 11 students; 5 students could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months ⁸
Accounting Technology	28% from AY 2015-2016 data	59.5% based on historical average from AY 2012-2013 to AY 2018-2019	One student who could not be contacted. Results inconclusive	Outcome delayed

⁷ Data is from program director/coordinators and/or the Office of Institutional Effectiveness.

⁸ On July 7, 2021, the Office of Institutional Effectiveness and Accreditation asked the Chancellor's Cabinet to approve the use of a new survey form for students to turn in on the day of graduation instead of making phone calls six months after graduation. The plan as of this writing is to survey graduating students on the day of graduation. If graduations do not attend commencement, then they will be surveyed electronically and/or by phone. This will be effective graduation for fall 2021.

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁷ Employment was	Improvement
Administrative Technology	55.5% based on historical average from AY 2012-2013 to AY 2018-2019	66.7% based on historical value for AY 2012-2013	No completers for AY 2019-2020. Results inconclusive	Outcome delayed
Human Resources Management	67% based on historical data from AY 2015-2016 to AY 2018-2019	67% based on historical data from AY 2015-2016 to AY 2018-2019	50% six months after graduation with 7 students; 3 students could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months
Medical Coding and Billing	45.5% from AY 2018-2019 data	56.3% based on historical average from AY 2015-2016 to AY 2018-2019	43.5% six months after graduation with 38 students; 15 students could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months
Computer Information Technology	33% from AY 2012-2013 data	59.3% based on historical average from AY 2012-2013 to AY 2018-2019	36.4% six months after graduation with 12 students; one student could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months
Management	48.2% from AY 2012-2013 data	73.1% based on historical average from AY 2012-2013 to AY 2018-2019	31% six months after graduation with 23 students; 10 students could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months
Criminal Justice	46.7% from AY 2012-2013	68.6% based on historical average from AY 2012-2013 to AY 2018-2019	28.6% six months after graduation with 22 students; 8 students could not be contacted; outcome not met	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁷ Employment was	Improvement
Care & Development of Young Children	46.7% from AY 2012-2013	70.8% based on historical average from AY 2012-2013 to AY 2018-2019	Five students graduated; however, none could be contacted; results inconclusive	Change of methodology will include asking students to fill out a survey at the time of graduation instead of using phone calls after six months

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