

# Louisiana State University at Eunice



## Selected Information on Student Achievement Fall 2022 for Academic Year 2020-2021

Office of Institutional Effectiveness and Accreditation  
September 6, 2022

Data for Criterion 1 updated February 28, 2024.

Please direct questions about this document to Dr. Paul Fowler, Director of Institutional Effectiveness at [pfowler@lsue.edu](mailto:pfowler@lsue.edu).

## Introduction

Louisiana State University at Eunice (LSU Eunice) has four strategic goals that guide the institution in meeting its mission.<sup>1</sup> 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 8.1<sup>2</sup>

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 Rates
5. Completion of Gateway General Education English Composition and Mathematics Courses

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<sup>1</sup> 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.lsue.edu/institutional-effectiveness/planning/index.php>.

<sup>2</sup> 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 2022 for AY 2021-2022 utilizes Institutional Effectiveness data from AY 2020-2021.

- 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
6. Employment or Continuing Education

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 including its source that includes the numerical value achieved in a given year for the criteria, a comparison of the observed score to the goal, and a statement of whether the outcome was met or not.

**n** – The number of students being assessed.<sup>3</sup>

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

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<sup>3</sup> 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 day 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, and Ochsner Lafayette General Orthopedic Hospital).

### **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 for new first-time in college 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.

**Threshold of Acceptability:** 21.23%

**Rationale:** Data was examined for seven years from the fall 2008 cohort through the fall 2014 cohort. The 21.23% is the six-year total graduation rate for the cohort beginning fall 2008 and is the lowest of any year studied.

**Goal:** 34.64%

**Rationale:** The 34.64% represents the National Student Clearinghouse six-year graduation rate for the cohorts beginning in fall 2008 through fall 2014 which is 2,409 students out of 6,954 in the cohorts.

**Outcome:** For first-time students entering with the fall 2015 cohort (n = 724), institutional data combined with the National Student Clearinghouse data indicated a six-year total completion rate of 52.90% (n = 383) through Spring Semester 2021. The 383 students earned 426 credentials with 223 being two-year and 203 being four-year. Given that the observed value of 52.90% > the goal of 34.64%, **this outcome is met.**

**Improvement:** Monitor data from demographics including ethnicity, gender, and Pell Grant eligibility. LSU Eunice has completed Achieving the Dream's Action Plan and is creating the LeDoux Library Learning Center to centralize tutoring and disability services for all students and academic advising for new students.

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## Criterion 2: (Academic Affairs Objective 3.4) First-Time, Full-Time Fall-to-Fall Associate Degree Seeking Student Retention

LSU Eunice seeks to increase retention for first-time full-time degree seeking students from fall 2020 to the fall 2021 semester.

**Rationale:** Increasing retention supports increasing completers with a postsecondary education which 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.

**Threshold of Acceptability:** 62.80%.

**Rationale:** Retention was examined from fall 2011 to fall 2012 through fall 2019 to fall 2020. This value is the lowest retention value and was from fall 2017 to fall 2018.

**Goal:** 66.76%

**Rationale:** This goal is based on the overall retention fall 2011 to fall 2012 through fall 2019 to fall 2020. In those nine academic years, there were 5,710 new first-time full-time degree-seeking students enrolled with 2,923 retained the following fall semester at LSU Eunice and 889 transferring within the State of Louisiana. Total students retained was 3,812.

**Outcome:** 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. There were 761 new first-time full-time student degree-seeking students enrolled for fall 2020 according to official data. Of the 761 students, 360 returned to LSU Eunice while 96 transferred to other institutions of higher education in the State of Louisiana for a total of 456 students. Since the observed value of 456 (59.92%) students were retained < the goal of 66.76%, **this outcome is not met.**

**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. As the Achieving the Dream work was beginning, three reports were issued that address the demographic variables noted above. They were [Disaggregated Success Rates for Courses with the Highest Enrollment AY 2020-2021](#) posted October 26, 2021; [An Investigation into Overall Success and Withdrawal Rates](#) posted November 24, 2021; and [An Investigation into Longitudinal Retention Rates](#) posted on December 17, 2021. Each of these reports studied student outcomes in order to develop a plan to better meet student needs.

In addition, in spring 2022, the Integrated Learning Center Committee made up of mostly faculty was formed to prepare a report on the creation of a LeDoux Library Learning Commons to serve student needs. The purpose of the Learning Commons is to provide student services to increase retention, increase student success, and reduce gaps in success rates by demographic populations. The Committee filed the [report on June 6, 2022](#).

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### **Criterion 3 (Academic Affairs Objective 3.2): 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 from that initiative complement LSU Eunice's Strategic Plan. They 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 2019-2020. The 289 completers was the lowest number of degrees and certificates/diplomas completed in AY 2010-2011 and AY 2011-2012.

**Goal:** 323 completers in an academic year.

**Rationale:** The 323 completers is the overall median number students using data over ten years from AY 2010-2011 through AY 2019-2020.

**Outcome:** In AY 2020-2021, completion data was downloaded from the Louisiana Board of Regents summarized by LSU Eunice's Office of Institutional Effectiveness. LSU Eunice had a total of 362 completers (318 associate degrees and 44 certificates). Given that the observed number of completers is 362 > the goal of 323, **this outcome is met.**

**Improvement:** Even though the objective was met, LSU Eunice completed two major reports: [An Investigation into Overall Success and Withdrawal Rates](#) posted November 24, 2021; and [An Investigation into Longitudinal Retention Rates](#) posted on December 17, 2021. Each of these reports studied student outcomes in order to develop a plan to better meet student needs, increase retention, increase success, and reduce performance gaps between demographic groups.

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#### **Criterion 4 (Multiple Objectives): Licensure Rates**

LSU Eunice's Nursing, Radiologic Technology, Respiratory Care, Surgical Technology 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:**

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.

Radiologic Technology: Over a five-year average, credentialing pass rates will not be less 75% within six months of graduation on the first attempt of 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.

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.

Surgical Technology: The minimum success rate is 70% established by National Board of Surgical Technology and Surgical Assisting. Threshold is established by the National Board of Surgical Technology and Surgical Assisting.

**Goal and Rationale:**

Nursing: Same as Threshold of Acceptability to maintain accreditation.

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

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

Surgical Technology: Same as the Threshold of Acceptability to maintain accreditation.

**Outcome:**

Nursing: Students at the Eunice site pass rate = 86.27% (44 out of 51) completing in spring 2021 and Lafayette site pass rate = 86.36% (19 out of 22) completing in fall 2021. **Outcome met.** Data reported from the program director based on the National Council Licensure Examination for Registered Nurses website.



Radiologic Technology: Overall pass rate = 86.30 (63 out of 73 students). For students completing spring 2021, the pass rate was 72% (18 out of 25 students) with a mean scaled score = 77.5%. **Outcome met** based a five-year average of 87%. Data reported from the program director based on documents from the American Registry of Radiologic Technologist Board Exam in Radiography website.

Respiratory Care: For students completing in fall 2021, the pass rate was 100% with a mean score = 109.2 (n = 14). **Outcome met.** Data reported from the program director based on data from the National Board of Respiratory Care Exam website.

Surgical Technology: For students completing in summer 2021, the pass rate was 100% (n = 12). Outcome met. Data reported from the program director based on documents from the National Board of Surgical Technology and Surgical Assisting.

### **Improvement:**

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

Radiologic Technology: 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.

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.

Surgical Technology: Use KaHoot quizzing platform and continue administering practice exams.

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**Criterion 5 (Multiple objectives): Entry Level General Education English and Mathematics Success Rates for AY 2020-2021.<sup>4</sup>**

English Composition: Students will successfully complete (grade of A, B, C or P [Pass] 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, C, or P [Pass] 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 English and mathematics courses increases the likelihood of graduation, 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 complements 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.

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<sup>4</sup> 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. Note that the longitudinal data was updated on August 29, 2022 so that it would mostly match [An Investigation into Overall Success and Withdrawal Rates AY 2021-2022](#) keeping in mind that the current version of the paper analyzed success and withdrawal rates for AY 2021-2022 and not AY 2020-2021 (See Table 7 and Figure 6 for English composition and Table 9 and Figure 8 for mathematics).

### Threshold of Acceptability and Rationale:

English Composition: The minimum value is 69.24%. Historical data was examined from AY 2010-2011 through AY 2019-2020. The 69.24% is the minimum success rate from AY 2010-2011 and based on 1,271 students.

Mathematics: The minimum value is 51.00%. Historical data was examined from AY 2010-2011 through 2019-2020. The 51.00% is the minimum success rate from AY 2010-2021 and is based on 949 students.

### Goal and Rationale:

English Composition: The goal is 75.22%. The 75.22% 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 14<sup>th</sup> day for each semester from AY 2010-2011 through 2019-2020 (8,509/11,312).

Mathematics: The goal is 58.33%. The 58.33% 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 14<sup>th</sup> day for each semester from AY 2010-2011 through 2019-2020 (5,442/9,330).

### Outcome:

English Composition: Data for AY 2020-2021 indicates a success rate of 73.36% (782/1,066). Given that the observed score of 73.36% < the goal of 75.22%, **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 2020-2021 indicates a success rate of 54.49% (485/890). Given that the observed score of 54.49% < the goal of 58.33%, **this outcome is not met**. All data is from the Office of Institutional Research summarized by the Office of Institutional Effectiveness.

### Improvement:

English Composition and Mathematics: LSU Eunice English and Mathematics faculty are currently investigating co-requisite courses for both English and Mathematics and anticipate implementation in fall 2023. A team of LSU Eunice personnel visited Amarillo College to study their co-requisite offerings during the week of May 23, 2022.

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 complements 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. As the Achieving the Dream work was beginning, three reports were issued that address the demographic variables noted above. They were [Disaggregated Success Rates for Courses with the Highest Enrollment AY 2020-2021](#) posted October 26, 2021; [An Investigation into Overall Success and Withdrawal Rates](#) posted November 24, 2021; and [An Investigation into Longitudinal Retention Rates](#) posted on December 17, 2021. Each of these reports studied student outcomes in order to develop a plan to better meet student needs.

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### **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 2020-2021 (unless noted)).<sup>5</sup>

**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 from that initiative complements LSU

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<sup>5</sup> 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).

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.

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome <sup>6</sup> Employment was	Improvement
Nursing (spring 2021 and fall 2021)	90% based on program accreditation standards	same	90.4% or 66 of 73 students employed within six months for spring 2021 and fall 2021 graduates; all students contacted; <b>outcome met</b>	Surveys will continue to be used and a social media alumni page has been created.
Radiologic Technology	75% based on program accreditation standards	same	100% within 12 months of graduation for 23 students; all students contacted; <b>outcome met</b>	Continue to monitor the job market. Students have many options for employment.
Respiratory Care (December 2021)	70% historical based on past program accreditation standards	same	100% at time of graduation for 13 students; all students contacted; <b>outcome met</b>	Routinely meet with students.

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<sup>6</sup> Data is from program director/coordinators and/or the Office of Institutional Effectiveness.

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome <sup>6</sup> Employment was	Improvement
Surgical Technology (Summer 2021)	80% based on program accreditation	same	100% for the 12 students at the time of completion; <b>outcome met</b>	Hold career fairs to speak to students throughout the year.
Diagnostic Medical Sonography (Summer 2021)	75% based on program accreditation	same	100% within one year of graduation for seven students; <b>outcome met</b>	Monitor needs of surrounding community to ensure employability of graduates.
Fire & Emergency Services	67% from AY 2012-2013 data	88.7% based on historical average from AY 2012-2013 to AY 2019-2020	88.9% for 8 out of 9 students; an additional one student was unemployed while 4 could not be contacted; <b>outcome met</b>	Students began filling out surveys at graduation for fall 2021.
Accounting Technology	28% from AY 2015-2016 data	59.1% based on historical average from AY 2012-2013 to AY 2019-2020	One student completed and was continuing their education. <b>outcome met</b>	Continue to monitor for additional graduates.
Administrative Technology	55.5% based on historical average from AY 2012-2013 to AY 2019-2020	66.7% based on historical value for AY 2012-2013	No completers for AY 2020-2021. <b>Results inconclusive</b>	Outcome delayed
Human Resources Management	50% based on historical data from AY 2019-2020	83.3% based on historical data from AY 2015-2016 to AY 2019-2020	67% six months after graduation 4 out of 6 students; 2 students could not be contacted; <b>outcome not met</b>	Students began filling out surveys at graduation for fall 2021.
Medical Coding and Billing	44% from AY 2019-2020 data	49% based on historical average from AY 2015-2016 to AY 2019-2020	40% for 6 out of 15 students six months after graduation; 9 students unemployed or not employed in field; 11 students could not be contacted; <b>outcome not met</b>	Students began filling out surveys at graduation for fall 2021

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome <sup>6</sup> Employment was	Improvement
Computer Information Technology	33% from AY 2012-2013 data	53.3% based on historical average from AY 2012-2013 to AY 2019-2020	87.5% six months after graduation with 7 out of 8 students; one student was employed, but not in the field; <b>outcome met</b>	Students began filling out surveys at graduation for fall 2021.
Management	48.2% from AY 2012-2013 data	68.5% based on historical average from AY 2012-2013 to AY 2019-2020	95% six months after graduation with 19 out of 20 students; one student not employed in field; two students could not be contacted; <b>outcome met</b>	Students began filling out surveys at graduation for fall 2021.
Criminal Justice	46.7% from AY 2012-2013	63% based on historical average from AY 2012-2013 to AY 2019-2020	71.4% six months after graduation with 5 out of 7 students; 2 students not employed or not employed in field 4 students could not be contacted; <b>outcome met</b>	Students began filling out surveys at graduation for fall 2021.
Care & Development of Young Children	50% from spring and summer 2018	72.4% based on historical average from AY 2012-2013 to AY 2019-2020	100% with four students; all students contacted; <b>outcome met</b>	Monitor results given the new surveys that have been implemented.

Please direct questions to Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation Liaison at [pfowler@lsue.edu](mailto:pfowler@lsue.edu).  
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The Chancellor's Cabinet accepted the report on September 27, 2022.