



March 12, 2024

Compiled by Paul Fowler ([pfowler@lsue.edu](mailto:pfowler@lsue.edu))

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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 (IE) Standards. It details the annual process of institutional effectiveness, 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 IX](#) and [Section X](#) may say "see PDF documents below". This comment refers to attachments that are included as documentation for SACSCOC Institutional Effectiveness Reviewers. The attached documents do not download with the report for security reasons. SACSCOC Reviewers use the electronic version of this report containing the hyperlinks to the documentation.

This document for the AY 2022-2023 is an abbreviated IE document in that some of the steps, namely steps I through VIII, were delayed due to work associated with LSU Eunice's reaffirmation (see the [Table of Contents](#)). Every five years or so, the 18-month process of preparing documents for SACSCOC leads to the Office of Institutional Effectiveness and Accreditation falling behind on IE by several months creating an impossible situation to catch back up. Given the situation, the Office of Institutional Effectiveness and Accreditation focuses on assessing all academic programs, survey data, and some general education outcomes.

The details for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are contained in [Section IX](#). This allows the reader to trace each department's Assessment Plan Objective to its Assessment Plan Goal, then to the Strategic Goal(s). This section includes all details of the Assessment Plan Objectives and Goals including whether the Assessment Plan Goal and Objective were met or not, with an improvement plan. Note that each objective is shown first, then how it relates to the departmental goal, and finally how each departmental goal is related to each of the institution's strategic goal. The focus for AY 2022-2023 was academic programs and outcomes involving survey data.

[Section X](#) details the General Education Outcomes for English and mathematics given that they are the focus of the SACSCOC Quality Enhancement Plan. All other general education objectives were delayed.

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

March 12, 2024

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### **I. Chancellor's Cabinet Partial Meeting Minutes**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

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

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

### **III. Transmittal of Summary Reporting Forms to the Chancellor's Cabinet**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

### **IV. Administrative Council Meeting Minutes**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

### **V. Administrative Council Agenda**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

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

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

### **VII. Assembled Summary Planning Forms**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

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

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

## IX. Academic Year 2022-2023: Details for Goals and Objectives All Departments

### AA/EEO/Title IX

#### AA/EEO

#### AA/EEO 22-23 Completion and Approval of Annual Affirmative Action Plan

**Objective Number:** 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: AA/EEO

#### **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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed because the new manager of HR suddenly resigned in fall 2023.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

AA/EEO 22-23 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: AA/EEO

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA/EEO 22-23 Annually Provide Training on AA/EEO topics to faculty & staff**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: AA/EEO

**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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed because the new manager of HR suddenly resigned in fall 2023.

**Improvement Plan/ Changes Made:**

n/a

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

AA/EEO 22-23 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: AA/EEO

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Academic Affairs****AA 22-23 Academic Advising-Faculty and Staff**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

**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 and staff surveys 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 2021-2022, this objective was not met. As noted from AY 2021-2022, faculty were given the choice to advise or not; the score was 3.5 with 56.25% return. A question was also added to the staff survey in AY 2021-2022; the score was 3.3 with a 56.18% return.

For AY 2022-2023, a total of 22 (37.9%) out of 58 responded faculty responded to question 4 on advising with one person choosing n/a. The results yielded a 3.2 which is a decrease from 3.5 from last year.

For staff, a total of ten (12.5%) out of 80 responded to the question 34 with 21 choosing n/a (because most staff do not advise). The ten responding to the question rate it as a 4.1.

Pooling the results yields an  $\bar{x}_{\text{pooled}} = (3.2 \times 22 + 4.1 \times 10)/32 = 3.48$ . Given that  $3.48 < 4.0$ , this objective is not met. The faculty and staff surveys are included below.

Attached Files

[Faculty Survey Sp 2023 AA Advising.pdf](#)

[Staff Survey Sp 2023 AA Advising.pdf](#)

**Improvement Plan/ Changes Made:**

The Vice Chancellor for Academic Affairs and Provost is somewhat at a loss to determine what it is that faculty want. Especially given that a major training took place dealing with the QEP in March 2023 just prior to registration opening for summer and fall 2023. It seems rather interesting that ten staff are satisfied when faculty are not and the same training was offered to everyone.

The decision is to monitor because Arts and Sciences was combined into one division in fall 2022 and the Dean for Health Sciences, Business Technology, and Public Protection and Safety retired suddenly in early spring 2023.

Attached Files

[Advisor Training SP23 PowerPoint.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA 22-23 Academic Advising-Students**

**Objective Number: 1.2**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Academic Affairs****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 5.880. Note that this is the mean of the means of the data from the five questions listed below. (see RNL Data presented in Table 1 in the Progress Section).

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

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

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

3. My academic advisor is available when I need help ( $\bar{x}_{\text{national}} = 5.89$  with SD = 1.50).
14. My academic advisor is knowledgeable about my program requirements ( $\bar{x}_{\text{national}} = 6.07$  with SD = 1.42).
16. My advisor helps me apply my program of study to career goals ( $\bar{x}_{\text{national}} = 5.90$  with SD = 1.55).
22. My academic advisor is knowledgeable about transfer requirements of other schools ( $\bar{x}_{\text{national}} = 5.88$  with SD = 1.50).
35. I receive ongoing feedback about progress toward my academic goals ( $\bar{x}_{\text{national}} = 5.66$  with SD = 1.61).

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

Note that this objective assesses all advising both faculty and the advising center for new first-time students. As a result, it is duplicated in Advising for the Student Support Section, Objective 1.2.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were 419 (15.0%) response out of 2,790 students based on the census day for spring 2023. Students at each site scored their satisfaction with the various questions above the national mean at all sites (which has never happened before). As Table 1 and the attachment below indicates, students at the LSU Eunice site scored their overall satisfaction a 5.944 while students at the LSU Alexandria site scored it a 6.332 (keeping in mind an n = 4). Students at the high school dual enrollment sites scored their satisfaction a 6.120, online students scored it a 6.328, and the Ochsner Lafayette General Orthopedic Hospital students scored it a 6.486.

Table 1. Student Satisfaction with Academic Advising AY 2022-2023 Based on RNL Likert Scale.

Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	5.89	6.07	5.94	6.00	6.06	6.35	6.31
14	6.07	6.25	6.10	6.33	6.14	6.46	6.58
16	5.90	6.09	5.95	6.33	6.08	6.37	6.50
22	5.88	6.19	6.00	7.00	6.50	6.47	6.50
35	5.66	5.86	5.73	6.00	5.82	5.99	6.54
Means	5.880	6.092	5.944	6.332	6.120	6.328	6.486
n	59057	419	224	4	19	121	15

Given that the overall observed mean satisfaction = 6.092 > the national mean satisfaction = 5.880, this objective is met. Note that the 6.092 is an increase from the 5.87 in AY 2021-2022.

Attached Files

[NL-SequentialSite Academic Advising.pdf](#)

#### **Improvement Plan/ Changes Made:**

This objective should be monitored given the changes in pathways and corequisite courses beginning summer 2023. In addition, the faculty and staff should be congratulated for their hard work.

**RELATED ITEM-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **AA 22-23 Curriculum Development**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

#### **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, 87.097% 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 2022.

- 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%,
- Spring 2019 was 25/29 or 86.21%,
- Spring 2020 was 28/29 or 96.55%,
- Spring 2021 was 22/23 or 95.65%, and
- Spring 2022 was 32/36 or 89.89%
- Overall was 189/217 or 86.097%

The benchmark is the overall based on those who agreed or strongly agreed 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.66%) out of 58 faculty responded to the spring 2023 survey. In all, 21 out of 23 or 91.3% of the respondents agreed or strongly agreed with question number 8 on curricular development, change, and review.

Given that the observed value of 91.3% > the historical value of 86.097%, this objective is met (see faculty survey file below).

Attached Files

[Faculty Survey Sp 2023 AA Curriculum Development.pdf](#)

**Improvement Plan/ Changes Made:**

With the assistance of the faculty, the Curriculum Development Manual was updated on October 5, 2022 (see below). In addition, several of the individual forms were updated (see below for one example).

Attached Files

[CDMFinal.pdf](#)

[CCFormB.pdf](#)

**RELATED ITEM-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To ensure that faculty understand and participate in curriculum development.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA 22-23 Instructional Program Satisfaction**

**Objective Number: 3.1**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Delayed**

**Provided By: Academic Affairs**

**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 calculated 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 2021-2022, this objective was met.

For AY 2022-2023, this objective is delayed due to reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEM-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
Provided By: Academic Affairs  
Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA 22-23 Graduation**

**Objective Number: 3.2**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Academic Affairs**

**Objective With Intended Outcomes:**

LSU Eunice will increase overall Associate Degree and Certificate Attainment.

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

Benchmark: Students will complete an Associate's Degree or a Certificate of Technical Studies at a rate that exceeds the average of the previous eleven years. The 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
2010-2011	289
2011-2012	289
2012-2013	337
2013-2014	334
2014-2015	332
2015-2016	310
2016-2017	298
2017-2018	311
2018-2019	346
2019-2020	389
2020-2021	362
Mean	327.0
Median	332.0

The mean = 327.0 and the median = 332.0 establishing the benchmarks for AY 2021-2022.

Attached Files

[CRINTCMP.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the data in the Board of Regents Report CRINTCMP was run on April 26, 2023, for AY 2021-2022. The data indicated that LSU Eunice had 380 completers including 331 associate degrees and 49 certificates (see attached below).

Given that the observed value of 380 > the historical value of 332, this objective is met.

Attached Files

[CRINTCMP Report for AY 2021-2022.pdf](#)

**Improvement Plan/ Changes Made:**

Continue as the number of completers has increased quite a bit over the past few years.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA 22-23 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students**

**Objective Number: 3.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

**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.pdf](#)

**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 2021 to fall 2022 will be retained at a rate equal to or exceeding 54.2%.

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

Attached Files

[FY-21-22-Operational-Plan.pdf](#)

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

For AY 2021-2022, this objective was not met. Please see AY 2021-2022 for the extensive improvement plan.

For AY 2022-2023, the data is analyzed from 2021 to fall 2022 returning to LSU Eunice. The Board of Regents SPSRETN Retention report was run on March 8, 2023. It indicated a total of 663 new first-time, full-time associate degree seeking students being admitted in fall 2021 with 333 returning to LSU Eunice (see SPSRETN PDF file below). As a result,  $333/663 = 50.22\%$ .

Given that the observed value of  $50.22\% < 54.2\%$ , this objective is not met.

Attached Files

[SPSRETN-fa-21-to-fa-22.pdf](#)

**Improvement Plan/ Changes Made:**

Improvement is being pursued on a number of levels with some of them described here. They were:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).

- continuing to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

#### Attached Files

[1-7-6-21-Organizational-Chart.pdf](#)

[4-2022SuccessWithdrawalRates.pdf](#)

[3-ILLCCReport.pdf](#)

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

[5-AY21-22DisSuccessData.pdf](#)

[6-Retreat-Meeting-Minutes.pdf](#)

[7-EAB-Navigate-Email-12-21-21.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

AA 22-23 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
 Provided By: Academic Affairs  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AA 22-23 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students**

**Objective Number: 3.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

**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 2020 to fall 2021. The retention is 65.96% based on 6,471 students initially enrolled and 4,268 students retained in a Louisiana institution of higher education (see Table 1).

Table 1. Fall-to-Fall Retention of New First-Time Full-Time Associate Degree Seeking Students (BoR Data SPSRETN Report Data)						
Initial Enrollment Fall	Retained to Fall	FTF Enrolled	Returned to LSU Eunice	Transferred in Louisiana	Retained in Louisiana	Retention Rate
2011	2012	625	308	115	423	67.68
2012	2013	569	289	95	384	67.49
2013	2014	525	290	75	365	69.52
2014	2015	603	291	110	401	66.50
2015	2016	568	323	87	410	72.18
2016	2017	684	320	122	442	64.62
2017	2018	664	358	88	446	67.17
2018	2019	794	396	111	507	63.85
2019	2020	678	348	86	434	64.01
2020	2021	761	360	96	456	59.92
Overall Totals:		6471	3283	985	4268	65.96

Given the statistics, meeting or exceeding 65.96% retention is considered as meeting this objective.

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

For AY 2021-2022, this objective was not met. An extensive improvement plan was included in the AY 2021-2022 document.

For AY 2022-2023, the Board of Regents SPSRETN Retention Report was run on March 8, 2023. It indicated a total of 663 new first-time, full-time associate degree seeking students being admitted in fall 2021 with 333 returning to LSU Eunice and 86 transferring to other institutions within the state of Louisiana for an overall retention rate of 63.20% (see SPSRETN PDF file below).

Given that the observed value of 63.20% < this historical benchmark of 65.96%, this objective is not met.

Attached Files

[SPSRETN fa 21 to fa 22.pdf](#)

**Improvement Plan/ Changes Made:**

It is interesting to note that the difference for fall 2020 to fall 2021 was 7.36 percentage points (observed value of 59.40% < this historical benchmark of 66.76%) while the difference from fall 2021 to fall 2022 was 2.76 percentage points (observed value of 63.20% < this historical benchmark of 65.96%). This indicates that the changes implemented in spring 2022 are beginning to work. They were:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

#### Attached Files

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

[6-Retreat Meeting Minutes.pdf](#)

[3-ILLCCReport.pdf](#)

[5-AY21-22DisSuccessData.pdf](#)

[4-2022SuccessWithdrawalRates.pdf](#)

[1-7-6-21-Organizational-Chart.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

[7-EAB Navigate Email 12-21-21.pdf](#)

## **AA 22-23 Policies and Procedures-Faculty**

### **Objective Number: 4.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

### **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

Table 1. Mean calculations for faculty satisfaction agree or strongly agree (spring 2014-2022) as a Percentage.

Spring	Q6	Q8	Q11	Q38	Mean	n
2014	75	79	71	75	75.00	24
2015	68	86	64	59	69.25	22
2016	84	79	58	58	69.75	19
2017	90	90	75	65	80.00	20
2018	73	73	67	60	68.25	15
2019	83	86	69	43	70.25	29
2020	86	97	79	68	82.50	29
2021	77	96	61	52	71.50	23
2022	69	89	64	59	70.25	36
weighted means	78.08	87.11	67.82	59.63	73.16	217

The benchmark of 73.16% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2022. Meeting or exceeding the individual weighted means or the overall weighted mean = 73.16% will constitute success.

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

For AY 2021-2022, this objective was not met, and the Vice Chancellor for Academic Affairs and Provost made the comment that he felt that the ratings by faculty may reflect their satisfaction level with the outcomes of these policies being employed, and not the failure to follow said policies. The decision was to monitor.

For AY 2022-2023, the results were with a total of 23 (39.66%) out of 58 faculty responding:

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. Results =  $17/21 = 81.0\%$  > results from Table 1 = 78.08%.
- Q8 Faculty have a role in curricular development, change, and review. Results =  $21/23 = 91.3\%$  > results from Table 1 = 87.11%.

- Q11 Employment and evaluation policies are clearly communicated to me. Results = 15/23 = 65.22% < results from Table 1 = 67.82%.
- Q38 Promotion and tenure policies are carefully followed. Results = 9/21 = 42.86% < results from Table 1 = 59.63%
- Overall, of 70.10% < overall from Table 1 = 73.16%

this objective is partially met given that two out of the four were met (see the survey below).

Attached Files

[Faculty Survey Sp 2023 AA 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 published policies. The ratings by faculty may reflect their satisfaction level with the outcomes of these policies being employed, and not the failure to follow said policies. In addition, there may be some questions in the survey may be misinterpreted by some portion of respondents and affect the results in unintended ways. The decision is to monitor possibly clarifying the language in the instructions and questions of the survey.

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

#### **RELATED ITEM LEVEL 1**

AA 22-23 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **AY 22-23 Policies and Procedures-Academic Council**

Objective Number: 4.2

Start: 11/1/2022  
End: 10/31/2023  
Progress: Completed  
Provided By: Academic Affairs

**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 2021-2022, this objective was met.

For AY 2022-2023, two policies were examined for updates:

- No 8 Appeal Procedures Available to Students (completed on 4/20/23)

- No 74 Principal Investigator's Manual for Research Involving Human Subjects (in progress as of 4/27/23)

because only two policies were reviewed during AY 2022-2023, this objective is not met.

**Improvement Plan/ Changes Made:**

Monitor as time during AY 2022-2023 was taken up with writing the compliance certification for SACSCOC. It was due on March 1, 2023.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

AA 22-23 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Division of Arts and Sciences**

**ARSC 22-23 Developmental English (ENGL 0001)**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

**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 2022-2023, 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 2022-2023 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, **This objective is being cancelled because the course no longer is offered with the implementation of corequisite courses.**

### **Improvement Plan/ Changes Made:**

n/a

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

#### **RELATED ITEM LEVEL 1**

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 Orientation to University Studies (UNIV 1005)**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Division of Arts and Sciences

**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 student's 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 2022-2023, 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 2022-2023 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, the completion of this objective was delayed due to reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 College Reading (UNIV 0008)**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

**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 a 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 2022-2023, 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 2022-2023 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 2021-2022, this objective was met.

For AY 2022-2023, **This objective is being cancelled because the course no longer is offered with the implementation of corequisite courses.**

### Improvement Plan/ Changes Made:

n/a

### RELATED ITEMS-----

#### RELATED ITEM LEVEL 1

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

#### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ARSC 22-23 Developmental Math (MATH 0001)

### Objective Number: 1.4

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

### 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 2022-2023, 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 to the LSU Eunice Catalog. This was chosen as the minimum competency necessary in order to begin MATH 0015 or 0021.

**Indirect Assessment:**

The indirect measurement of learning (course success rates) will be calculated using data from institutional research over the 2022-2023 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, **This objective is being cancelled because the course no longer is offered with the implementation of corequisite courses.**

**Improvement Plan/ Changes Made:**

n/a

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

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 Developmental Math (MATH 0015)****Objective Number: 1.5**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

**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 2022-2023, 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 2022-2023 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 2021-2022, this objective was met.

For AY 2022-2023, **This objective is being cancelled because the course no longer is offered with the implementation of corequisite courses.**

**Improvement Plan/ Changes Made:**

n/a

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

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 Developmental Math (MATH 0021)**

**Objective Number: 1.6**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

**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 2022-2023, 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 2022-2023 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 2021-2022, this objective was not met.

For AY 2022-2023, **This objective is being cancelled because the course no longer is offered with the implementation of corequisite courses.**

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ARSC 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships

#### 4. Culture of Continuous Improvement

##### **ARSC 22-23 Retention- Aggregated Majors of EDUN, PSYC, and SOCL**

Objective Number: 3.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Division of Arts and Sciences

##### **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 Report 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 2020 to fall 2021 with 163 new first-time students entering the as EDUN, PSYC, or SOCL with 86 being retained for a retention rate of 52.76% and two students changing their major in the first year creating a corrected retention rate of 46.15% (see Table 1).

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	11	5	2	45.45	55.56
Totals	163	86	2	52.76	46.15

As a result, a historical benchmark of between 46.15% to 52.76% will be used.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 17 new first-time students were admitted into the three programs based on the 14th day during fall 2021 census with 9 students being retained to fall 2022. As a result, the raw retention is  $(9/17) \times 100 = 52.94\%$ .

Institutional Research reported that no students changed their major during the first year.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 52.94% < the historical retention = 57.6%, this objective was not met.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

## Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

[2--EAB-Navigate-Academic-Peformance-9-14-22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

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

ARSC 22-23 Retention of EDUN, PSYC, and SOCL Majors

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 College-level mathematics sequence**

**Objective Number: 4.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Division of Arts and Sciences

**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: 2022-2023.					
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 2021-2022, this objective was met.

For AY 2022-2023, the completion of this objective was delayed due to reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

ARSC 22-23 Sequential Courses

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ARSC 22-23 BIOL 1001 to BIOL1160****Objective Number: 4.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Division of Arts and Sciences

**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 2022-2023 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: 2022-2023.							
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 2022-2023 will meet or exceed 47.6%.

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, the completion of this objective was delayed due to reaffirmation.

#### **Improvement Plan/ Changes Made:**

n/a

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

##### **RELATED ITEM LEVEL 1**

ARSC 22-23 Sequential Courses

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Agriculture (AS)***

**AG 22-23 (AS) Program Competency using Peregrine Academic**

**Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Agriculture (AS)

**Objective With Intended Outcomes:**

Because the Associate of Science in Agriculture is largely the Associate of Science Louisiana Transfer (ASLT) degree 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 Associate of Science in Agriculture, students will be competent in the following areas (these areas are the same as the ASLT):

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.

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

Note that the values for the national averages vary each year (see Table 1 in the progress report section below). All sites will be assessed as the exam is online and does not require proctoring. For AY 2022-2023, 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. The national means for two-year colleges have an  $n \geq 30,000$  students. For subject areas without a national average, students will score above the LSU Eunice longitudinal average.

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 2021-2022, this objective was delayed as no students had completed the credential. The Associate of Science in Agriculture Program was in its first year.

For AY 2022-2023, there were two graduates from the Associate of Science in Agricultural Program attending classes at the LSUE site with one (50%) of them taking Peregrine General Education Assessment. The results in Table 1 indicate that the one student did not achieve any of the stated targets whether the benchmark was based on the national or LSU Eunice longitudinal mean (in blue).

Table 1. AY 2022-2023 Agriculture Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	Nat'l
Total	26.7	26.7	55.45
American Literature/World Literature	30.0	30.0	47.3
Art/Music Appreciation	40.0	40.0	51.4
Biology/Microbiology	10.0	10.0	58.3
Chemistry	40.0	40.0	52.2
College Algebra	20.0	20.0	39.13
English/English Composition	40.0	40.0	57.04
General Psychology	10.0	10.0	47.19
Logic/Critical Thinking	30.0	30.0	50.17
Scientific Process	20.0	20.0	52.43
Number of students tested	1	--	--
Number graduating	2	--	--
Response rate based on number of graduates	50.0	--	--

Given that, with an n = 1, the results are inconclusive.

**Improvement Plan/ Changes Made:**

Monitor for additional graduates. Basing any changes on the results of one student is very problematic and may actually cause larger issues.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

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

Goal Number: 3  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Agriculture (AS)  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AG 22-23 Retention**

**Objective Number: 3.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Agriculture (AS)

**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 LSU Eunice 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, the initial benchmark to fall 2022. The Associate of Science in Agriculture is made up of two concentrations - general (AGR) and business (AGBU).

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

For AY 2021-2022, there was no data to report as it was the first year of the program.

For AY 2022-2023, the retention from fall 2021 to fall 2022 was examined. There were four students initially enrolled as agriculture students in fall 2021 on census day. For fall 2022, two returned as agriculture students while two changed their major. As a result, the retention is  $2/4 = 50\%$ .

The observed value of 50% is considered as meeting the objective because there is no historical benchmark because it was the first year of the program.

The objective is met.

**Improvement Plan/ Changes Made:**

Monitor into second year. A preliminary benchmark of 50% has now been established.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

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

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Agriculture (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AG 22-23 Placement**

**Objective Number: 3.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Agriculture (AS)

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if a student receives both in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment/continuing education rate is calculated as shown in the file below.

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

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was in the planning stage as the program had just been implemented.

For AY 2022-2023 and examining the AY 2021-2022 graduations, no students graduated from the program because it was just implemented.

Therefore, 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: 3  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Agriculture (AS)  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Associate of Arts Louisiana Transfer (AALT)***

**AALT 22-23 Professional Competency using Peregrine Academic**

**Objective Number: 5.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

**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 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

Note that the values for the national averages vary each year (see Table 1 in the progress report section below). All sites will be assessed as the exam is online and does not require proctoring. For AY 2022-2023, 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. The national means for two-year college comparisons have an  $n \geq 30,000$  students. For subject areas without a national average, students will score above the LSU Eunice longitudinal average.

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 2021-2022, this objective was met.

For AY 2022-2023, there were 35 graduates from the Associate of Arts Louisiana Transfer various concentrations. A total of 18 students took the general education assessment; however, two took the assessment in less than 15 minutes resulting in results from 16 (45.7%) of the 35 graduates.

As Table 1 indicates, AALT students did not meet the national or LSU Eunice longitudinal (see blue text) in most subjects. The only two subject matter test that were met were English Composition and Logic/Critical Thinking. Face-to-face students fell below the benchmarks in six subjects while online students fell below the benchmarks in every subject (see red text). Face-to-face students outperformed the online students slightly with the largest difference appearing in Art/Music Appreciation and General Psychology.

Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
Total	49.6	51.5	45.3	55.5
American Literature/World Literature	38.1	36.4	42.0	48.5
Art/Music Appreciation	43.8	50.0	30.0	51.3
Biology/Microbiology	49.4	53.6	40.0	55.7
Cultural Anthropology/Sociology	66.3	67.3	64.0	67.6
English/English Composition	59.4	60.9	56.0	57.0
General Psychology	45.0	49.1	36.0	47.2
Interpersonal Communication	41.9	41.8	42.0	50.8
Logic/Critical Thinking	51.3	53.6	46.0	50.2
Mathematics/Applied Mathematics	51.3	50.9	52.0	59.8
Number of students tested	16	11	5	--

The longitudinal data in Table 2 indicates that the highest scores overall were in AY 2021-2022 and falling almost ten percentage points for AY 2022-2023. In terms of the overall, the AY 2022-2023 scores seem to be similar to those from spring 2019. The AALT students exceeded the longitudinal mean in Logic and Critical Thinking only. It is difficult to tell if the results may be cyclical having only four years of complete data.

Topic	Sp 19	19-20	20-21	21-22	22-23	Mean
1. Total	45.8	57.5	50.9	58.4	49.6	53.2
2. American Literature/World Literature	29.2	52.5	55.0	57.1	38.1	48.5
3. Art/Music Appreciation	37.5	53.8	58.3	55.7	43.8	51.3
4. Biology/Microbiology	56.7	58.8	41.7	65.7	49.4	55.7
5. Cultural Anthropology/Sociology	63.3	68.8	65.0	70.0	66.3	66.8
6. English/English Composition	43.3	65.0	61.7	60.0	59.4	57.5
7. General Psychology	43.3	51.3	45.0	52.9	45.0	48.1
8. Interpersonal Communication	37.5	52.5	45.0	51.4	41.9	46.6
9. Logic/Critical Thinking	40.0	43.8	46.7	57.1	51.3	46.9
10. Mathematics/Applied Mathematics	61.7	71.3	40.0	55.7	51.3	57.2
Number of students tested	12	8	6	7	16	8.3
Number of students graduating	27	26	28	45	35	32.2
Response rate based on number graduating	44.4	30.8	21.4	15.6	45.7	25.6

Given that the observed overall value = 49.6% < the national target of 55.5%, this objective is not met.

#### **Improvement Plan/ Changes Made:**

Starting in the fall 2023 semester, the University will be moving to a co-requisite model for English and Math courses. These courses will replace developmental courses and will focus on real time support for students taking ENGL 1001, MATH 1015, and MATH 1021.

Faculty in the areas scoring lower than 50% will meet to discuss strategies to remedy the low scores. Plans will be developed to address the low scores.

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

AALT 22-23 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AALT 22-23 Retention****Objective Number: 5.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

**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 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 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 (AATC)

- Criminal Justice (AATJ)
- Fine Arts (AATF)
- Business (AATB)
- Humanities (AATH)
- Social Science (AATS)

Data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 388 new first-time students entering the AALT and 174 being retained for a retention benchmark of 44.85% (see Table 1). Eleven students changed their majors in the first year yielding a corrected retention of 46.15%.

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected Retention (%)
Fa 13 - Fa 14	15	8		53.33	
Fa 14 - Fa 15	17	10		58.82	
Fa 15 - Fa 16	26	12		46.15	
Fa 16 - Fa 17	62	23		37.10	
Fa 17 - Fa 18	47	22		46.81	
Fa 18 - Fa 19	75	33		44.00	
Fa 19 - Fa 20	54	21		38.89	
Fa 20 - Fa 21	92	45	11	48.91	55.56
Totals	388	174	11	44.85	46.15

As a result, a historical benchmark retention rate of between 44.85% and 46.15% will be used.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 56 new first-time students were admitted into the Associate of Arts Louisiana Transfer Program based on the 14th day census with 29 students being retained to fall 2022. As a result, the raw retention = 51.79%.

Institutional Research reported that 10 students changed their major during the first year. Therefore, the corrected retention (removing those who changed majors) = 63.04%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 51.79%-63.04% > the historical retention = 46.15%, this objective was met with or without the ten students changing their major.

#### **Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

[2--EAB-Navigate-Academic-Performance-9-14-22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

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

##### **RELATED ITEM LEVEL 1**

AALT 22-23 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **AALT 22-23 Placement**

Objective Number: 5.3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

#### **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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 80.56% from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, students graduating in summer and fall 2021 and spring 2022 are examined for placement or continuing education. In all, 45 students graduated with the Associate of Arts Louisiana Transfer degree with five employed in the field and 33 continuing their education (see Table 1). Two students could not be contacted yielding a 43/45 or 95.6% participation rate. The raw calculation including all students is  $(5 + 33)/45 = 38/45 = 84.44\%$ . Removing the two students not contacted and the calculation is  $(5 + 33)/(45 - 2) = 38/43 = 88.37\%$ .

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
SU 21 - SP 22	45	2	5	3	33	2
Total	192	18	21	3	66	84
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						80.56

Given that the observed values of 84.44% - 88.37% > the historical benchmark of 80.56%, this objective is met.

**Improvement Plan/ Changes Made:**

Continue to monitor the new methodology and the placement of AALT students. Note that two samples of completed career surveys are attached from AY 2021-2022 as evidence.

Attached Files

[AALT-Career-2122.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

AALT 22-23 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 5

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Associate of General Studies***

**AGS 22-23 Professional Competency using Peregrine Academic**

**Objective Number: 7.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of General Studies

**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 using:

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

Note that the values for the national averages vary each year (see Table 1 in the progress report section below). All graduating students are invited to take the GE assessment. For AY 2022-2023, 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. The national means for two-year colleges have an  $n \geq 30,000$  students. For subject areas without a national average, students will score above the LSU Eunice longitudinal average.

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 2021-2022, this objective was met.

For AY 2022-2023, there were 128 graduates with an AGS. A total of 75 took the Peregrine General Education Assessment; however, seven of them took below 15 minutes to complete the exam so their scores were removed. As a result, 68 (53.1%) of the 128 were included in the analysis (see Table 1).

A scan of Table 1 indicates that online students did slightly better than face-to-face students having scored 56.3% and 51.9% respectively for an overall total of 52.3%; this being below the national average of 55.5%. The performance overall indicated that students fell short of the national benchmarks or longitudinal means (see blue numbers in Table 1) in seven subjects and the overall (see red numbers). Differences in subject difficulty are noted between online and LSUE face-to-face students with the face-to-face students scoring below the benchmarks on six subject areas while online students scored below the benchmarks on five subjects.

Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
Total	52.3	51.9	56.3	55.5
Art/Music Appreciation	48.7	48.5	50.0	45.4
Biology/Microbiology	50.6	51.0	46.7	49.8
Cultural Anthropology/Sociology	57.8	56.9	66.7	67.6
English/English Composition	53.7	53.4	56.7	57.0
General Psychology	45.0	44.0	55.0	47.2
Interpersonal Communications	48.4	47.1	61.7	50.8
Logic/Critical Thinking	48.1	48.2	46.7	50.2
Mathematics/Applied Mathematics	43.4	52.3	61.7	59.8
US History	61.7	65.3	61.7	63.2
Number of Students Tested	68	62	6	--

Next, the longitudinal data indicates that most subject matter scores slipped from AY 2021-2022 leading to the total decreasing as well. While there are only four complete years to examine, it appears that the scores peaked in AY 2021-2022 and now have regressed back to AY 2019-2020. It is unclear at this time if this is a pattern given only four years of data.

Table 2. AGS Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	Mean
Total	46.2	53.3	54.6	56.6	52.3	52.7
Art/Music Appreciation	35.0	47.4	49.1	50.0	48.7	45.4
Biology/Microbiology	42.7	52.9	51.1	52.5	50.6	49.8
Cultural Anthropology/Sociology	59.2	62.1	63.2	62.9	57.8	61.8
English/English Composition	44.6	52.3	63.3	59.4	53.7	54.9
General Psychology	39.6	47.3	48.4	51.3	45.0	46.7
Interpersonal Communications	37.7	48.2	50.2	51.0	48.4	46.8
Logic/Critical Thinking	42.7	48.9	47.2	51.9	48.1	47.7
Mathematics/Applied Mathematics	55.8	58.9	53.9	63.3	43.4	58.0
US History	58.9	61.7	65.3	66.9	61.7	63.2
Number of students tested	26	66	57	52	68	50
Number of students graduating	27	79	83	95	128	82.4
Response rate based on n graduating	96.3	83.5	68.7	54.7	53.1	61.0

Given that the observed total = 52.3% < the national benchmark of 55.5%, this objective is not met.

#### **Improvement Plan/ Changes Made:**

Starting in the fall 2023 semester the University will be moving to a co-requisite model for English and Math courses. These courses will replace developmental courses and will focus on real time support for students taking ENGL 1001, MATH 1015, and MATH 1021.

The Division will also focus on working with the LSUE Student Learning Center to provide more tutoring opportunities for students. This will help students in all subjects have access to support services outside the classroom.

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

##### **RELATED ITEM LEVEL 1**

AGS 22-23 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Associate of General Studies  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AGS 22-23 Retention**

**Objective Number: 7.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Associate of General Studies

**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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 418 new first-time students entering AGS and 178 being retained for a retention rate of 42.58% (see Table 1). A total of 18 students changed their major yielding a retention rate of 44.50% removing the 18 students from the 418 total.

Table 1. New First-Time General Studies Associate New First-Time Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected Retention (%)
Fa 13 - Fa 14	31	14		45.16	
Fa 14 - Fa 15	27	7		25.93	
Fa 15 - Fa 16	43	13		30.23	
Fa 16 - Fa 17	31	17		54.84	
Fa 17 - Fa 18	39	22		56.41	
Fa 18 - Fa 19	72	28		38.89	
Fa 19 - Fa 20	55	26		47.27	
Fa 20 - Fa 21	120	51	18	42.50	50.00
Totals	418	178	18	42.58	44.50

As a result, the retention benchmark is between 42.58% and 44.50% will be used based on historical data.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 93 new first-time students were admitted into the Associate of General Studies based on the 14th day census with 38 students being retained to fall 2021. As a result, the raw retention = 40.86%.

Institutional Research reported that 8 students changed their major during the first year. Therefore, the corrected retention (removing those who changed majors) = 44.71%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 40.86%-44.71% > the historical retention = 42.58%-44.50%, this objective was met given the students that changed their major.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

## Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

[2--EAB-Navigate-Academic-Peformance-9-14-22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

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

AGS 22-23 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**AGS 22-23 Placement**

**Objective Number: 7.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of General Studies

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if they earned both in the same year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 76.01% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were a total of 97 Associate of General Studies graduates from summer and fall 2021 and spring 2022 with nine of them being employed in a field they thought appropriate for the AGS degree. In addition, 62 were continuing their education. As a result, the raw calculation is  $(9 + 62)/97 = 73.20\%$  (see Table 1). Correcting the calculation by removing those who could not be contacted yields  $(9 + 62)/(97 - 14) = 71/83 = 85.54\%$ . **This yields a participation rate of 83/97 or 85.6%.**

Table 1. General Studies Associate Placement Rates						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	94	38	19	0	8	29
FA 13 - SP 14	93	9	15	1	55	13
FA 14 - SP 15	69	4	13	3	34	15
FA 15 - SP 16	87	2	18	6	44	16
FA 16 - SP 17	102	1	2	2	7	90
SP 18 - SU 18	54	5	2	1	27	19
FA 18 - SP 19	87	1	6	4	23	53
SU 19 - SP 20	95	22	14	6	13	40
SU 20 - SP 21	93	0	7	1	32	53
SU 21 - SP 22	97	5	9	7	62	14
Total	774	82	96	24	243	328
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						76.01

Given that the observed value of 85.54% > the historical benchmark of 76.01%, this objective is met.

**Improvement Plan/ Changes Made:**

Continue to monitor the number of graduates and placement/continuing education based on the methodological change. Note that two samples of completed career surveys are attached from AY 2021-2022 as evidence.

Attached Files

[AGS-Career-2122.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

## AGS 22-23 Maintain an Effective Associate of General Studies Program

Goal Number: 7

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ***Associate of Science Louisiana Transfer (ASLT)***

### **ASLT 22-23 Professional Competency using Peregrine Academic**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

#### **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.

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

Note that the values for the national averages vary each year (see Table 1 in the progress report section below). All sites will be assessed as the exam is online and does not require proctoring. For AY 2022-2023, 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 ASLT may take lecture courses in the manner they see fit - either online or face-to-face. However, the laboratory courses are only offered as face-to-face sections. Given this, most ASLT students choose the LSU Eunice face-to-face site when taking the general education exam.

Competency is defined as scoring greater than or equal to the national averages for subject areas that have scores. The national means for two-year colleges have an  $n \geq 30,000$  students. For subject areas without a national average, students will score above the LSU Eunice longitudinal average.

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 2021-2022, this objective was met.

For AY 2022-2023, there were 18 students graduating with the ASLT biological science and one with the ASLT Physical Science. All 19 students were asked to take the Peregrine General Education Assessment upon graduation. A total of 12 students took the assessment; however, two of them took under 15 minutes to take the exam. As a result, the data for ten students was used for a response rate of  $10/19 = 52.6\%$  (see Table 1).

The results indicated that the ASLT students scored a  $46.2\% <$  the national average of  $55.45\%$ . In addition, students scored above the national average in College Algebra, English Composition, Logic and Critical Thinking, and the Scientific Process. Students fell below the national average in psychology  $36.0\% <$   $47.19\%$ ; however, students in the program are only required to take six hours in the social science area with some students taking hours in Sociology or Economics; thus, not having any hours in psychology (this was a known issue when the assessment was designed in 2018).

Table 1. AY 2022-2023 ASLT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	Nat'l
Total	46.2	46.2	55.45
American Literature/World Literature	24.0	24.0	NA
Art/Music Appreciation	37.0	37.0	NA
Biology/Microbiology	55.0	55.0	NA
Chemistry	39.0	39.0	NA
College Algebra	53.0	53.0	39.13
English/English Composition	62.0	62.0	57.04
General Psychology	36.0	36.0	47.19
Logic/Critical Thinking	54.0	54.0	50.17
Scientific Process	56.0	56.0	52.43
Number of students tested	10	10	--
Number graduating	19	19	--
Response rate based on number of graduates	52.6	--	--

In the three areas that had no national benchmark, the longitudinal average was used (see Table 2) with the means in the right column not including AY 2022-2023. The results were:

- American Literature/World Literature = 24.0% < the longitudinal mean = 47.3%,
- Art/Music Appreciation = 37.0% < the longitudinal mean = 51.4%,
- Biology/Microbiology = 55.0% < the longitudinal mean = 58.3%, and
- Chemistry = 39.0% < the longitudinal mean = 58.3%.

Table 2. ASLT Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	Mean
Total	46.1	47.4	53.7	57.2	46.2	51.1
American Literature/World Literature	32.9	39.1	63.3	53.8	24.0	47.3
Art/Music Appreciation	41.4	43.6	61.7	58.8	37.0	51.4
Biology/Microbiology	54.3	53.6	61.7	63.8	55.0	58.3
Chemistry	45.7	47.3	48.3	67.5	39.0	52.2
College Algebra	34.3	39.1	33.3	52.5	53.0	39.8
English/English Composition	57.1	54.6	60.0	52.5	62.0	56.1
General Psychology	42.1	45.5	46.7	60.0	36.0	48.6
Logic/Critical Thinking	48.6	48.2	53.3	47.5	54.0	49.4
Scientific Process	54.3	55.5	55.0	58.8	56.0	55.9
Number of students tested	4	11	6	8	10	8
Number of students graduating	14	20	11	14	19	16
Response rate based on number graduating	28.6	55.0	54.5	57.1	52.6	50.0

Given that students did not mean either the national average or the longitudinal means on five out of the nine topics, and that the observed value for the total = 46.2% < the national mean = 55.5%, this objective is not met.

#### **Improvement Plan/ Changes Made:**

Starting in the fall 2023 semester the University will be moving to a co-requisite model for English and Math courses. These courses will replace developmental courses and will focus on real time support for students taking ENGL 1001, MATH 1015, and MATH 1021.

Faculty in the areas scoring lower than 50% will meet to discuss strategies to remedy the low scores. Plans will be developed to address the low scores.

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

##### **RELATED ITEM LEVEL 1**

ASLT 22-23 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
 Provided By: Associate of Science Louisiana Transfer (ASLT)  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ASLT 22-23 Retention**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

**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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 261 new first-time students entering ASLT and 118 being retained for a retention rate of 45.21% (see Table 1). In addition, 11 students changed their major in the first year; therefore, the corrected retention is 47.20% with an n = 250

Table 1. Associate of Science Louisiana Transfer Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	67	25	11	37.31	44.64
Totals	261	118	11	45.21	47.20

As a result, the retention benchmark is set 45.21%-47.20% given the historical data.

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

For AY 2021-2022, this objective was not met. The improvement plan was included in last year's cycle.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 37 new first-time students were admitted into the Associate of Science Louisiana Transfer Program based on the 14th day census with 20 students being retained to fall 2022. As a result, the raw retention = 54.05%.

Institutional Research reported that eight students changed their major during the first year. Therefore, the corrected retention (removing those who changed majors) = 69.00%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 54.05% > the historical retention = 45.21%, this objective was met without considering those changing their majors.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

Attached Files

[2--EAB-Navigate-Academic-Peformance-9-14-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ASLT 22-23 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ASLT 22-23 Placement**

**Objective Number: 1.3**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Associate of Science Louisiana Transfer (ASLT)**

**Objective With Intended Outcomes:**

Upon graduation, Associate of Science Louisiana Transfer (ASLT) majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 74.24% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was not met. See the improvement plan mentioning using the updated methodology.

For AY 2022-2023, a total of 17 students graduated with an ASLT with 14 continuing their education. Three students could not be contacted. As a result, the raw calculation is  $14/17 = 82.35\%$  (see Table 1). Removing the students who could not be contacted yields  $(0 + 14)/(17 - 3) = 14/14 = 100\%$ . **The participation rate was 14/17 or 82.4%.**

Table 1. Associate of Science LA Transfer Placement Rates						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	11	4	0	0	4	2
FA 13 - SP 14	5	0	0	0	5	0
FA 14 - SP 15	8	0	0	0	8	0
FA 15 - SP 16	15	1	0	0	12	2
FA 16 - SP 17	18	1	0	0	4	12
SP 18 - SU 18	12	0	1	0	7	4
FA 18 - SP 19	17	0	0	0	2	15
SU 19 - SP 20	20	8	2	1	4	5
SU 20 - SP 21	8	0	0	0	0	8
SU 21 - SP 22	17	0	0	0	14	3
Total	114	14	3	1	46	48
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						74.24

Given that the observed range from 82.35% to 100% > the historical benchmark of 74.24%, this objective is met.

**Improvement Plan/ Changes Made:**

Continue to monitor the number of graduates and the calculations using the new methodology. Note that two samples of completed career surveys are attached from AY 2021-2022 as evidence.

Attached Files

[ASLT-Career-2122.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ASLT 22-23 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Care and Development of Young Children (AS)*****CDYC 22-23 (AS) Professional Competency**

**Objective Number: 6.1**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Care and Development of Young Children (AS)**

**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

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

[EDCI 2020 syllabus fall 2022 .pdf](#)

[EDCI 2900 Syllabus spring 2023.pdf](#)

[EDCI2027 Syllabus Spring 2023.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 **face-to-face** course taught in the Spring semester. Students are evaluated on using questions on publisher-made MyLab assignments and quizzes, an oral prestaton and the completion of an assessment project assessing a young child's literacy development.

Objective 1 is assessed on chapters 1-3.

Objective 2 is assessed on chapters 4-9.

Objective 3 is assessed through activities teachers can employ to help reduce the obstacles to literacy learning.

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 2021-2022, this objective was tentatively met. The faculty member teaching EDCI 2027 filed an incomplete report and failed to update the report to the satisfaction of the Department Chair, the Director of IE, and the Dean of Arts and Sciences. She did not teach EDCI in AY 2022-2023 and is longer with LSU Eunice.

For AY 2022-2023,

**EDCI 2900:** For the AY 2022-2023, there were three students registered in **EDCI 2900** on the census day for Spring 2023. All three students were evaluated. For EDCI 2900 SLO 1, three students submitted student practicum evaluations and reported data on a total of seven individual student learning goals. 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. One score of cannot judge was submitted by one of the supervisors (see sample EDCI 2900 supervisor and student evaluations below).

The results were:

For objective 1, the observed mean of 4.71 > the benchmark of 3.00

For objective 2, the observed mean of 4.85 > the benchmark of 3.00

The overall observed mean of 4.78 > the benchmark of 3.00. As a result, this section of the objective is met.

**EDCI 2020:** For AY 2022-2023, there were 12 students registered in **EDCI 2020** on the census day for Fall 2022. All twelve 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. One student failed to complete all thirteen exams, and five zero scores were removed from the data set.

For objective two, all students completed observation reports documenting 20 hours of observation in an early childhood classroom and completion of six observation reports demonstrating an understanding of developmentally appropriate practice as it pertains to the developmental domains of young children. 11 students were evaluated. One student failed to complete any observation reports and two students failed to complete all observation reports. A total of eleven zeroes were removed from the data set (see EDCI presentation documents below).

For objective 1, the observed mean of % 79.02 > the established benchmark of 70%.

For objective 2, the observed mean of % 85.80 > the established benchmark of 70%.

The overall observed mean of 82.41% > the established benchmark of 70%. As a result, this section of the objective is met.

**EDCI 2027:** For AY 2022-23, there were 2 students registered in **EDCI 2027** as of the census day for Spring 2023. A total of two students were evaluated. For objectives 1 and 2, students were assessed using questions on publisher-made MyLab assignments and quizzes. For objective 3, students were assessed by using a rubric based on the oral presentation of activities teachers can employ to help reduce each of the obstacles to literacy learning. Each category on the rubric has a score of 5. The total point score for Beginning is 0-10, Novice is 11-15, Proficient 16-23, and Exemplary is 23-25. For objective 4, all students were assessed on an Assessment Project (See EDCI 2027 project guidelines file below) designed to assess the literacy development of a young child.

1. For objective 1, the mean 90.4% > the benchmark of 70%.
2. For objective 2, the mean 88.9% > the benchmark of 70%.
3. For objective 3, the mean 92% > the benchmark of 70%.

For objective 4, the mean 95.5% > the benchmark of 70%.

See EDCI 2027 sample project 1 file below and EDCI 2027 sample project 2 file below.

The overall mean 91.7% > the benchmark of 70%.

### Summary

Given that the observed values from

- EDCI 2020 = 82.41% > the established benchmark of 70%
- EDCI 2900 = 4.78 > the established benchmark of 3
- EDCI 2027 = 91.70% > the established benchmark of 70%

this outcome is met.

### Attached Files

[EDCI2020 OBSERVATION RUBRIC SAMPLE 1.pdf](#)

[EDCI2020 OBSERVATION RUBRIC SAMPLE 2.pdf](#)

[EDCI 2900 SUPERVISOR EVAL SAMPLE 1.pdf](#)

[EDCI 2900 SUPERVISOR EVAL SAMPLE 2.pdf](#)

[EDCI2900 Student Eval Sample 1.pdf](#)

[EDCI2900 Student Eval Sample 2.pdf](#)

[EDCI2027 Presentation Rubric- Sample 1 .pdf](#)

[EDCI2027 Presentation Rubric- Sample 2.pdf](#)

**Improvement Plan/ Changes Made:****EDCI 2020**

The improvement plan for Fall 2022 includes updating the LibGuide to supplement assigned textbook chapters and including a midpoint progress check to assess students' progress on observation reports.

**Director of IE's note:** Evidence of updating the LibGuide will be required.

**EDCI 2027**

The improvement plan for Spring 2023 includes using more real-life classroom scenarios to help with literacy development, more discussions and field experiences with implementing classroom assessments, and including classroom demonstrations of teachers using literacy tests.

**Director of IE's note:** Evidence of classroom scenarios, additional field experience, and/or classroom demonstrations will be required (and can be documented by showing differences in syllabi).

**EDCI 2900**

The improvement plan for Spring 2023 includes placing greater emphasis on research skills and greater emphasis on effective communication with young children.

**Director of IE's note:** A greater emphasis on research, research skills, and/or effective communication will need to be documented.

## Attached Files

[EDCI 2020 SLO- Reporting Form Fall 22.pdf](#)

[EDCI2027 SLO Reporting Form Spring 23.pdf](#)

[EDCI 2900 SLO-Reporting-Form sp23.pdf](#)

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

CDYC 22-23 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Care and Development of Young Children (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CDYC 22-23 (AS) Retention****Objective Number: 6.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Care and Development of Young Children (AS)

**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 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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 85 new first-time students entering the CDYC and 34 being retained for a retention value of 40.00% (see Table 1). Removing the students changing their major in the first year reduces the total n to 81 to produce a corrected retention of 41.98%.

Table 1. Care and Development of Young Children New First-Time Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected Retention (%)
Fa 13 - Fa 14	8	3		37.50	
Fa 14 - Fa 15	12	5		41.67	
Fa 15 - Fa 16	9	6		66.67	
Fa 16 - Fa 17	9	4		44.44	
Fa 17 - Fa 18	5	1		20.00	
Fa 18 - Fa 19	7	4		57.14	
Fa 19 - Fa 20	11	4		36.36	
Fa 20 - Fa 21	24	7	4	29.17	35.00
Totals	85	34	4	40.00	41.98

As a result, between 40.00% and 41.98% will be used as the benchmark from historical data for the program.

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

For AY 2021-2022, this objective was not met. Please see the improvement plan for AY 2021-2022.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 20 new first-time students were admitted into the Care and Development of Young Children Program based on the 14th day census with 10 students being retained to fall 2022. As a result, the raw retention = 50.00%.

Institutional Research reported that five (5) students changed their major during the first year. Therefore, the corrected retention (removing those who changed majors) for a total n = 15 is 66.67%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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% > the historical retention = 40% (without considering those changing their majors), this objective was met.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

## Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

[2--EAB-Navigate-Academic-Peformance-9-14-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

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

CDYC 22-23 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Care and Development of Young Children (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CDYC 22-23 (AS) Placement**

**Objective Number: 6.3**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Care and Development of Young Children (AS)**

**Objective With Intended Outcomes:**

Upon graduation, Care and Development of Young Children (CDYC) majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 75.76% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there was one graduate from the CDYC program, and the student was continuing her education (see Table 1).

Table 1. Care and Development of Young Children Placement Rates.						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	5	2	1	0	1	1
FA 13 - SP 14	11	0	5	2	1	3
FA 14 - SP 15	11	0	5	2	1	3
FA 15 - SP 16	5	0	3	1	0	1
FA 16 - SP 17	4	0	0	0	0	4
SP 18 - SU 18	2	1	1	0	0	0
FA 18 - SP 19	3	0	3	0	0	0
SU 19 - SP 20	5	0	0	0	0	5
SU 20 - SP 21	4	0	4	0	0	0
SU 21 - SP 22	1	0	0	0	1	0
Total	50	3	22	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) =						75.76

Given that the observed value of 100% > the historical benchmark of 75.76%, this objective is met (keeping in mind the low n).

**Improvement Plan/ Changes Made:**

Continue to monitor for graduation and employment and/or transfer.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CDYC 22-23 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Care and Development of Young Children (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Chemical Technician (CTS)***

**CCHT 22-23 (CTS) Professional Competency**

Objective Number: 8.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Chemical Technician (CTS)

**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 2021-2022, this objective was not met.

For AY 2022-2023, Institutional Research reported that two students were enrolled in the Chemical Technician program. As a result, no data was collected, and this outcome is again delayed.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CCHT 22-23 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 8

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CCHT 22-23 (CTS) Placement**

**Objective Number: 8.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Chemical Technician (CTS)

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

There is no benchmark as only one student completed the program from AY 2012-2013 through spring 2021. That student could not be contacted.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was delayed because the one student completing the program could not be contacted. The strategy section above was updated over the past few years as a result of not being able to contact students. The change was from phone calls to a survey given out at graduation.

For AY 2022-2023, this outcome is again delayed because no students graduated from the Chemical Technician program during summer or fall 2021 and spring 2022.

Outcome delayed.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

CCHT 22-23 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 8

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

**Division of Health Sciences, Business Technology, and Public Protection and Safety**

***Accounting Technology, Account Clerk (CTS)***

**ATC 22-23 (CTS) Professional Competency**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

**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 accounting software packages.

The student learning outcomes for the program are based on the courses below (see respective syllabus 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.

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

1. conducting transactions in QuickBooks software.
2. creating reports in QuickBooks software.
3. setting up an entire company in QuickBooks software.

**Old: ACCT 2105:** Quick Books Accounting with Payroll - Upon the completion of this course, students will be proficient in using and applying QuickBooks for:

1. Service Companies.
2. Merchandising Companies.

**Rationale:** Book Change.

Program outcomes updated January 2023.

## Attached Files

[ACCT2101-Syllabus-Sp23.pdf](#)

[ACCT2001-Syllabus-Sp23.pdf](#)

[ACCT2105-Syllabus-Sp23.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 of if the courses are offered **online or face-to-face. All students completing the assignments or taking the final exams will be assessed (i.e. no sampling).**

For AY 2022-2023, 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.

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 2021-2022, this objective was met.

For AY 2022-2023, there were two face-to-face sections 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 115 students enrolled on the census dates for the fall and spring semesters with 92 (80.0%) of them being directly assessed for student learning. The results on the student learning outcomes were (see selected SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 91.8% (compared to 92% for AY 2021-2022)
- 1-Financial statements = 90.9% (compared to 93% for AY 2021-2022)
- 2-Journalize transactions = 92.7% (compared to 91% for AY 2021-2022)
- n = 92 (compared to 72 students for AY 2021-2022)
  
- **Overall LSUE face-to-face only** = 94.4%
- 1-Financial statements = 92.6%
- 2-Journalize transactions = 96.2%
- n = 45
  
- **Overall Online full-term students only** = 89.4%
- 1-Financial statements = 89.4%
- 2-Journalize transactions = 89.4%
- n = 47

The data indicates that the face-to-face students performed slightly higher than the online students with both exceeding the benchmark of 70%. Combining both using weighted means yielded that students scored an 92% overall, 91% on financial statements, and a 93% on journalizing transactions. Comparing AY 2022-2023 data with the scores from AY 2021-2022 found that students in the current year performed similarly to the students from last AY.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2022-2023 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 the 8-week method. In all, a total of 65 students were enrolled on the 14th class day with 63 (96.9%) students being assessed for SLOs. The results were as follows (see the SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 90.3% (compared to 80% for AY 2021-2022)
- 1-Production cost report = 88.8% (compared to 79% for AY 2021-2022)
- 2-Breakeven point = 91.7% (compared to 81% for AY 2021-2022)
- n = 63 (compared to 64 students for AY 2021-2022)
  
- **Overall face-to-face only** = 93.2%
- 1-Production cost report = 91.7%

- 2-Breakeven point = 94.6%
- n = 20
- **Overall full-term online only** = 88.9%
- 1-Production cost report = 87.5%
- 2-Breakeven point = 90.4%
- n = 43

Face-to-face students scored slightly higher than did online during AY 2022-2023. Overall comparison shows an 90.3% in the current year to an 80% last year. The overall results also indicate that the individual SLOs have increased when compared to the results from AY 2021-2022.

For **ACCT 2105** (Quick Books Accounting with Payroll), there was one online section offered in spring 2023 with a total of seven students enrolled on the census day. Five (71.4%) of the seven were assessed for student learning. The results were as follows:

- **Overall full-term online only** = 95.2% (compared to --% for AY 2021-2022...SLOs changed)
- Conducting transactions = 85.7% (compared to --% for AY 2021-2022...SLOs changed)
- Creating reports = 100% (compared to --% for AY 2021-2022...SLOs changed)
- Setting up a company = 100% (compared to --% for AY 2021-2022...SLOs changed)
- n = 5 (compared to 3 students for AY 2021-2022)

Caution is urged since the ACCT 2105 results are based on five students and the means shown are not likely to be representative of the population parameters.

Given that the observed value for

- ACCT 2001 = 91.8%
- ACCT 2101 = 90.3%
- ACCT 2105 = 95.2%

> the 70% benchmark, this objective is met.

#### **Improvement Plan/ Changes Made:**

Even though student performance met the benchmark, the faculty felt that they could improve by:

#### **ACCT 2001**

- Face-to-Face: Review of material prior to completing assignment. (see ACCT2001-FF-SLOFa22.pdf)

- Online: Review of material prior to completing assignment. (see ACCT2001-ON-SLO Fa 22.pdf)

### ACCT 2101

- Face-to-Face: Review of material prior to completing assignment. (see ACCT2101-FF-SLOSp23.pdf)
- Online: Review of material prior to completing assignment. (see ACCT2101-ON-SLOSp23.pdf)

### ACCT 2105

- Face-to-Face: Assign problems that are representative of the material. (see ACCT2105-ON-SLOSp23.pdf)

Because the Improvement plans looked "similar", the Director of IE reached out to each accounting faculty about their improvement plans. For Ms. Monk to be more specific, she believes that she can use the following across all sections and courses (see 6-16-23-Monks-Improvement.pdf):

1. Provide videos and tutorials from Wiley on material covered each week.
2. Provide class time to complete assignments on new material with instructor assistance if needed.
3. Personally ask and encourage students that are having difficulty to visit during office hours for additional instruction.

Mr. Beshears responded (6-19-23 Mr. Beshears' Improvement.pdf):

1. ACCT 2001: The SLOs are measured by the class performance on two comprehensive problems known as the Final Assignment. The material is covered during the semester. Prior to starting the Final Assignment, I could also provide an online review session to identify and correct any shortcomings in the mastery of this material. Additional, focused problem sets could be added to bolster student knowledge. These would be selected based on any weaknesses identified in the homework and test scores during the semester.
2. ACCT 2105: The three SLOs for ACCT 2105 are based on skills gained from three specific chapters in the textbook. They are measured by end of chapter test scores. If weaknesses are identified in any of these three areas, additional problems could be pulled from the text and assigned to reinforce these skills. Additionally, an online review session could be held if test scores were unsatisfactory.

#### Attached Files

[ACCT2001-FF-SLOFa22.pdf](#)

[ACCT2001-On-SLOFa22.pdf](#)

[ACCT2105-ON-SLOSp23.pdf](#)

[ACCT2101-On-SLOSp23.pdf](#)

[ACCT 2101-FF-SLOSp23.pdf](#)

[6-16-23-Ms.Monk's-Improvement.pdf](#)

[6-19-23-Mr.Beshears'Improvement.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ATC 22-23 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ATC 22-23 (CTS) Placement**

**Objective Number: 2.2**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Delayed**

**Provided By: Accounting Technology, Account Clerk (CTS)**

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 60.87% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, one student earned the CTS in Accounting Technology - Accounting Clerk. The student was not employed in the field as shown 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
SU 21 - SP 22	1	1	0	0	0	0
Total	28	1	5	3	9	5
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						60.87

This objective is inconclusive due to the low n = 1.

**Improvement Plan/ Changes Made:**

N/A given the low n.

**Director of IE's note:** The improvement plan noted below was originally sent for the Certificate in Technical Studies for HRM; however, it applies to both to show low enrollment.

The improvement plan is two-fold realizing that there were only 10 students enrolled in the Certificate of Technical Studies for HRM for fall 2023 as of July 10, 2023 (see attached 7-10-23 Majors PDF attached below).

The Registrar, who teaches in the program, notes that the full-time faculty do a good job of aligning students with the Accounting Clerk Certificate (see the 7-10-23 Email PDF attached below). The improvement plan for Accounting Clerk is to present it to students when they first enroll (item 1) and have the business faculty reinforce it as students transfer from the advising center to faculty advising (item 2).

Attached Files

[7-10-22 Email on HRM.pdf](#)

[7-10-23-Majors-FA23.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ATC 22-23 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Administrative Technology Specialist (CTS)***

**ATS 22-23 (CTS) Professional Competency**

**Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

**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 correspondence.
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 post test.

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 of if students take the course face-to-face or online (i.e. no sampling).

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

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, Institutional Research reported that no students were enrolled in the program. As a result, no data was collected, and this outcome is delayed.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ATS 22-23 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ATS 22-23 (CTS) Placement**

Objective Number: 3.2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 66.7% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was delayed because there were no completers.

For AY 2022-2023, this objective is again delayed because there are no completers.

Delayed.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ATS 22-23 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Computer Information Technology (AAS)***

**CIT 22-23 (AAS) Program Professional Competency**

**Objective Number: 6.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Computer Information Technology (AAS)

**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.

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

For **CSC 2253--Systems Analysis and Design**: Student Learning Outcomes will be assessed in the following manner: These outcomes will be assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, hands on exercises, and/or group case study projects.

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, programs coded, hands on exercises, 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.

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 2021-2022, this objective was met.

For AY 2022-2023 and **CSC 2253 (Systems Analysis and Design)**, there was one face-to-face section offered at the LSUE site only during fall 2022 with a total of 6 students registered on census day. There were no online sections, sections offered at other sites, or during spring. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the SLO results were (see CSC2253 SLO PDF file attached in the Improvement Plan below):

- Overall (**LSUE face-to-face**) = 90.6% (for AY 2021-2022, it was = 79.13%)
- Define the role = 97.7% (for AY 2021-2022, it was = 78.61%)
- Stages of system development = 81.88 (for AY 2021-2022, it was = 85.30%)

- SA&D Techniques and methods = 92.2% (for AY 2021-2022, it was = 73.48%)
- n = 6 (100%) out of the 6 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was one face-to-face section offered at LSUE only during fall 2022 with a total of 6 students enrolled on census day. No sections were offered online, at any of the off-site locations, or during spring. 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) = 89.9% (for AY 2021-2022, it was = 70%)
- Define problem solving processes in C++ programs = 73.2% (for AY 2021-2022, it was = 70%)
- Describing concepts of C++ = 84.2% (for AY 2021-2022, it was = 70%)
- Testing code and small programs = 100% (for AY 2021-2022, it was = 70%)
- n = 6 (75.0%) out of the 8 students registered.

For **CSC 2340 (Network Infrastructure)**, there was one full-term (16-week) online course offered during fall 2022. The course was not offered face-to-face or at any other site in fall or spring. There were 3 students enrolled on census day for fall 2022 (see attached file below).

- Overall (online) = 82% (for AY 2021-2022, it was = 91%)
- Network infrastructure, topologies = 93% (for AY 2021-2022, it was = 98%)
- Network security = 79% (for AY 2021-2022, it was = 96%)
- Configure and maintain network infrastructures = 81% (for AY 2021-2022, it was = 95%)
- n = 3 (100%) out of the 3 students registered. (for AY 2021-2022, it was 13 students)

Even though there is a low n associated with each assessment and generalizations are difficult, students apparently met the benchmarks for all three courses.

Given that the observed score on the SLO assessments of

- 90.6% in CSC 2253
- 89.9 in CSC 2264
- 82% in CSC 2340

> the established benchmark of 70%, this objective is met.

Attached Files

[CSC2253-Syllabus-Fa22.pdf](#)

[CSC2264-Syllabus-Fa22.pdf](#)

[CSC2340-Syllabus-Fa22.pdf](#)

**Improvement Plan/ Changes Made:**

Even though the benchmarks were met, faculty think they can improve student learning by:

**CSC 2253**

- Continued use of team projects and exercises
- Creation of diagrams and projects that depict the SDLC in action
- Continued use of reporting documentation

**CSC 2264**

- Continued use of hands-on experiments in and outside of class

**CSC 2340**

- Add videos and online lessons,
- remediation testing using short quizzes

An email was also sent with additional information (see CSC-Profcomp-IP.pdf below). The faculty member also noted that the CIT program was applying for a National Science Foundation Grant for the purpose of revitalizing the cyber security concentration (see Rationale file below). As of this writing, no further details are available on the grant's progress.

## Attached Files

[CSC2253-SLO-Fa22.pdf](#)

[CSC2264-SLO-Fa22.pdf](#)

[CSC2340-SLO-Fa22.pdf](#)

[CSC-profcomp-IP.pdf](#)

[CIT-Rationale.pdf](#)

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

CIT 22-23 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Computer Information Technology (AAS)  
Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CIT 22-23 (AAS) Retention**

**Objective Number: 6.2**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Computer Information Technology (AAS)**

**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 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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 99 new first-time students entering the Associate of Applied Science in Computer Information Technology and 47 being retained for a retention value of 47.47% (see Table 1). No students changed their major in the first year.

Table 1. Computer Information Technology Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	13	5	0	38.46	38.46
Totals	99	47	0	47.47	47.47

Given the results in Table 1, the historical benchmark is 47.47%.

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

For AY 2021-2022, this objective was not met. Please see AY 2021-2022 for the improvement plan.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 12 new first-time students were admitted into the CIT program for fall 2021 according to the 14th day census data. Seven (7 or 58.33%) students were retained to the fall 2021 census data. A total of four (4) changed their major in the first year. In reducing the total n = 8, the corrected retention = 87.5%

Given that the observed retention of 58.33% > the 47.47% historical retention without considering those changing their major, this objective is met.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

The faculty member reported via email that:

I've tried contacting students through navigate and have not had much success with it, either the correct options have not been available, or I didn't get an email about my students. I have contacted Cassie and her crew have been contacting students. I've also contacted some and will fish out those emails and put them in a word document for you.

Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

[2--EAB-Navigate-Academic-Peformance-9-14-22.pdf](#)

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

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

##### **RELATED ITEM LEVEL 1**

CIT 22-23 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

#### **CIT 22-23 (AAS) Placement**

**Objective Number: 6.3**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Computer Information Technology (AAS)**

**Objective With Intended Outcomes:**

Upon graduation, Computer Information Technology (CIT) majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 57.35% from AY 2012-2013 through spring 2021 (see Table 1 in the Progress Report).

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were a total of 23 CIT graduates from summer or fall 2021 and spring 2022 with one being employed in the field and eight continuing their education (see Table 1). Therefore, the raw calculation is  $9/23 = 39.13\%$ . Since all students were contacted, there is no corrected placement.

Table 1. Computer Information Technology Placement Rates.						
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
SU 21 - SP 22	23	7	1	7	8	0
Total	90	19	21	10	18	22
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						57.35

Given that the observed placement or continuing education rate of 39.13% < the historical benchmark of 57.35%, this objective is not met.

**Improvement Plan/ Changes Made:**

The faculty member reported the following:

Trying to further contact students (see PDF document attached).

An improvement plan is being further developed with the grant we are currently working on. One of those is partnerships and internships with local businesses. John and I have made a list of businesses to contact. Still aren't many, but off the top of my head from '22 and '23 graduates, currently there are still two students at ULL (one will begin this coming fall semester) and two at LSUA. Three current students are doing internships (one at LUS and two at global data systems) all are being paid. I also have one current student working at a nursing home in IT and two graduates working in the IT field.

**Director of IE's note:** The CIT program is seeking an NSF grant. At this writing it is called Hackers to Heroes and is meant to recruit underrepresented students and non-traditional students into the CIT program along with revitalizing the CIT cyber security concentration (see Rationale file below). Evidence of attending a workshop and links to examples are contained below.

Attached Files

[CIT-Im-Place-SU22.pdf](#)

[CIT-Links-to-NSF-Grants.pdf](#)

[CIT-Email-after-NSF-Workshop.pdf](#)

[CIT-Rationale.pdf](#)

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

CIT 22-23 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Diagnostic Medical Sonography (AAS)***

**DMS 22-23 (AAS) Professional Competency**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

**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 2022-2023 assessments, the Program Director assesses the students in the program from fall 2021 completing it in summer 2022.

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 and **superficial structures**.
2. Perform sonographic exams under guidance from clinical preceptor on the abdominal viscera and **superficial structures** with basic skills learned in scan lab.
3. Know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy.
4. Perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients.
5. Demonstrate appropriate behaviors related to patient care.

**Rationale for changes to SLO 1, 2, and 3:** Addition of superficial structures to SLO 1 & 2, and addition of Clinical Practicum III in SLO 3. These changes reflect assessment plan changes as identified in the Improvement Plan for IE AY 2021-2022.

Attached Files

[Clinical Competency Rubric.pdf](#)

[DMS1091 Clinical Practicum I - Fall 2021 Syllabus.pdf](#)

[DMS2092 Clinical Practicum II - Spring 2022 Syllabus.pdf](#)

[DMS 2093 Clinical Practicum III - Summer 2022 Syllabus.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 SLOs:**

SLO 1 is assessed in Clinical Practicum I (DMS 1091) using the final exam (Fall 2021) (see file above)

SLO 2 & 4 are assessed upon conclusion of Clinical Practicum III (DMS 2093 - Summer 2022) using the Abdomen Complete competency for SLO 2 and 1st, 2nd, 3rd Trimester Obstetrics and Gynecological competencies for SLO 4 (see files above).

SLO 3 is assessed in Clinical Practicum II (DMS 2092) **and in Clinical Practicum III (DMS 2093)** using the final exam (Fall 2021) (see file above).

**New assessment:** SLO 5 will be assessed using all clinical evaluations of student from DMS 1091, DMS 2092, and DMS 2093 at the conclusion of the program from each Clinical Practicum course.

**Old assessment:** 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.

**Rationale for changes** to assessment of SLO 5: To provide clarity for which evaluation is to be used for analysis of SLO 5.

**Assessment of Program Objectives:**

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 JRCDMS.

Assessment of Program Objective 2 will take place using SLO 5 in the clinical environment using Student/Patient Interaction, Dependability and Responsibility, Personal Characteristics and Appearance, and Attitude.

Assessment of Program Objective 3 will take place using SLOs 1 and 3 on the comprehensive final exam using the identification of sonographic images.

Benchmark for direct assessment of student learning is 77% for classroom assessment and 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 2022. Data runs one year behind so that IE deadlines can be met.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, (graduating class of summer 2022), a total of ten students were selected into the Associate of Applied Science Diagnostic Medical Sonography program. Eight (80%) students successfully completed the program in August of 2022. Two students withdrew in Fall 2021 for personal and medical reasons. All remaining 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 and superficial structures. 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 = 90.07%.
2. Perform sonographic exams under guidance from clinical preceptor in the clinical setting on the abdominal viscera and superficial structures with basic skills learned in scan lab. Eight (100%) of the 8 students achieved the 85% benchmark for the clinical evaluation with a mean = 96.83%. (See File 1 below and Clinical Competency Rubric in Objectives)
3. Know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy. All 8 students were assessed in the classroom using the final exam for Clinical Practicum II (DMS 2092) and the final exam for Clinical Practicum III (DMS 2093). Eight (100%) of the 8 students scored the minimum 77% with a mean = 93.42.
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 = 96.83%. (See File 3 below and Clinical 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 = 99.37% (See File 2 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 1: Abdomen and SS Comps 2022 Cohort.pdf](#)

[File 3: OB and Gyn Comps 2022 Cohort.pdf](#)

[File 2: Clinical Evaluation of Student IE AY2022-2023.pdf](#)

#### **Improvement Plan/ Changes Made:**

Evaluation of SLO's for IE AY 2022-2023 incorporated data from the abdominal, the gynecological and obstetrical, and superficial structures portions of the program. Faculty continue to monitor competency and examination results for areas of weakness and potential improvement in the areas defined above. The DMS program will also incorporate the use of ScanTrainer, an ultrasound skills training simulator with haptic feedback, to continue to improve and refine students' skills in the cognitive and psychomotor aspects of the program. Will monitor effectiveness through student feedback and lab course evaluations as well as through performance on clinical competencies.

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

DMS 22-23 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**DMS 22-23 (AAS) Completion Rate**

Objective Number: 1.2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

**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 (JRC-DMS), 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 2022. Data runs one year behind so that IE deadlines can be met.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of ten (10) students were selected into the AAS DMS program. Eight (8) out of ten (10) students (80%) successfully completed all DMS courses for the program with a 77% or higher at the conclusion of the Summer 2022 semester. The remaining two students (2) voluntarily withdrew during the Fall 2021 semester for personal and medical reasons.

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 sonographers.

Student pass rates (credential success) supplied by the ARDMS as of 05/30/2023 for the eight (8) students successfully completing the DMS program are as follows:

8 students attempted Sonographic Principles and Instrumentation (SPI) registry. All 8 students passed = 100%

8 students attempted Obstetrics and Gynecology (OB/Gyn) registry. All 8 students passed = 100%

7 students attempted Abdomen (AB) registry. 6 out of 7 students passed = 85.7%

Based on all outcomes (DMS coursework and ARDMS registry pass rates) exceeding the JRC-DMS threshold of 60%, this objective is met.

\*Note: JRC-DMS credentialing success (pass) rates are set at 60% and based on the number of graduates attempting and successfully obtaining a credential (number of graduates passing exam divided by the total number of graduates attempting exam) for a specified registry within one year of graduation. Pass rates (credential success) are not based on first attempt or number of actual attempts.

Attached Files

[2022 Cohort as of 05.30.2023.pdf](#)

#### **Improvement Plan/ Changes Made:**

OB/Gyn registry pass rates remained at 100% for AY 2021-2022. Will continue to monitor. Abdomen registry pass rates, while above set threshold of 60%, decreased from 100% to 85.7% success rate. The faculty have implemented dedicated Abdomen registry review content in DMS 2011 - Abdomen II to provide students with additional opportunity for registry preparation in this specialty. Will evaluate effectiveness with completion rate outcomes for subsequent cohort (2023 cohort). An updated syllabus is provided below.

Attached Files

[DMS2011 - Abdomen II - Syllabus - Spring 2023.pdf](#)

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

##### **RELATED ITEM LEVEL 1**

DMS 22-23 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Diagnostic Medical Sonography (AAS)  
 Budget Information: none (existing)

#### **RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

### **DMS 22-23 (AAS) Employment**

#### **Objective Number: 1.3**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Diagnostic Medical Sonography (AAS)

#### **Objective With Intended Outcomes:**

**New Objective:** Students completing the Associate of Applied Science in Diagnostic Medical Sonography will be employed as a sonographer in one of the program's accredited specialties, continuing their education, or in the military within six months of completion of the program.

**Old Objective:** Students completing the Associate of Applied Sciences in Diagnostic Medical Sonography will be employed within one year of completion of the program.

**Rationale for change:** Joint Review Committee for Diagnostic Medical Sonography (JRC-DMS) 2020 standards (effective September 1, 2021) states: At least 75% of graduates must be employed as sonographers, continuing their education, or in the military in one of the program's accredited specialties within six months of graduation (see highlighted document below).

Attached Files

[CAAHEP Job Placement Standards and Policy.pdf](#)

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

**New Assessment:** Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the benchmark for this objective is 75% employed as sonographers in one of the program's accredited specialties, continuing education, or in the military within six months. This data will be for the class completing in summer 2022. Data runs one year behind so that IE deadlines can be met.

**Old Assessment:** 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.

**Rationale for change:** Joint Review Committee for Diagnostic Medical Sonography (JRC-DMS) 2020 standards (effective September 1, 2021) states: At least 75% of graduates must be employed as sonographers, continuing their education, or in the military in one of the program's accredited specialties within six months of graduation.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, 8/8 (100%) of DMS program graduates from Summer 2022 responded to the mandated JRC-DMS graduate survey which requests employment status. Of the eight (8) respondents, all (8/8) indicated they were employed within six (6) months. Based on data received, the employment rate is calculated as 100%.

Given the observed value of 100% exceeds the benchmark of 75% established by the JRC-DMS, this objective is met.

## Attached Files

[Anonymous - 2022 Graduate Survey1.pdf](#)

[Anonymous - 2022 Graduate Survey2.pdf](#)

**Improvement Plan/ Changes Made:**

The DMS program continues to exceed the employment threshold established by the JRC-DMS. The faculty will continue to monitor the needs of students and surrounding employers to ensure the employability of program graduates (see employer surveys below).

## Attached Files

[Anonymous - 2022 Employer Survey 2.pdf](#)

[Anonymous - 2022 Employer Survey 1.pdf](#)

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

DMS 22-23 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start:11/1/2022  
 End:10/31/2023  
 Progress: Completed  
 Provided By: Diagnostic Medical Sonography (AAS)  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Health Sciences (AS)***

**HS 22-23 (AS) Professional Competency**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Health Sciences (AS)

**Objective With Intended Outcomes:**

Upon successful completion of the Associate of 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. Identify the similarities and differences between quality assurance and continuous quality improvement.
3. Communicate, through an interview, a variety of issues that surrounds health care facilities such as licensure/accreditation, quality control, and health care reform.

**Director of IE's note:** Outcome #2 was changed for AY 2022-2023 and now reads: Identify the similarities and differences between quality assurance and continuous quality improvement.

The faculty indicated that the updated outcome "more specific benchmark [outcome] to allow the student to incorporate their own perspective thereby allowing greater engagement or feedback from the instructor".

### **HCM 2650: Medical Law and Ethics**

Upon successful completion of this course, the student will demonstrate understanding of the

1. 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.
2. health care delivery systems, key trends in healthcare, conflict management, medical records, and professional liability insurance.

Attached Files

[HCM2650-Syllabus-Sp23.pdf](#)

[HCM 2630 Course Syllabus sp23.pdf](#)

[HCM 2601 L1 and L6 Syllabus.pdf](#)

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

The program outcomes and student learning outcomes will be directly assessed using an internally created assessment. All students in the course(s) at the time of the assessment will be assessed (i.e. no sampling). For AY 2022-2023, 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.

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

For AY 2021-2022, this objective was delayed due to having only three graduates (students changing their major in order to graduate with a credential in Health Sciences).

For AY 2022-2023,

**HCM 2601: Fundamentals of Healthcare Management:** There were seven sections of the course offered online in fall 2022 and spring 2023 with 90 students enrolled on census day. A total of 86 (95.6%) of the students were assessed and the results were:

Overall = 82.79%  
 Outcomes 1 and 2. roles and issues = 81.97%  
 Outcomes 3, 4, and 5: employee types, environment, and record review = 80%  
 Outcome 6: Cash flow = 81.28%  
 Outcome 7: Discuss quality and risk = 72.19%  
 n = 86

**HCM 2630: Aging and Long-Term Care:** Two full 16-week online sections were offered during AY 2022-2023 with 35 registered on census dates and 31 (88.57%) assessed for student learning. The results were:

Overall = 90.65%  
 1. Healthcare delivery = 86.86%  
 2. Quality assurance and quality improvement = 100%  
 3. Health care issues = 85.18%  
 n = 31

**HCM 2650 (Medical Law and Ethics):** One online section was offered in the fall semester and one in spring. In all, 30 students were enrolled in the course on the census day for the fall and spring semesters. A total of 30 (100%) of the students were assessed. The results were:

Overall = 93.1%  
 A. Law and ethics, law issues, courts, and contracts = 92.9%  
 B. Health care issues and delivery systems, consumer issues, and insurance = 89.6%  
 n = 30

Students in the three different courses did well in AY 2022-2023 regardless of the course or instructor. Because this outcome was delayed in AY 2021-2022, there is no comparison to last academic year.

Given that the observed results of

- HCM 2601 = 82.75%  $\geq$  the 70% benchmark,
- HCM 2630 = 90.65%  $\geq$  the 70% benchmark, and
- HCM 2650 = 93.1%  $\geq$  the 70% benchmark

this objective is met.

**Improvement Plan/ Changes Made:**

While the outcomes were met, the faculty felt as if they could improve instruction by:

**HCM 2601**

- encourage more research

**HCM 2630**

- use study guides or exam reviews
- create a draft due date for the project

**HCM 2650**

- Include case studies
- Modify the final exam

## Attached Files

[MBC-Fa22-HCM2650-SLO.pdf](#)

[HCM 2630.25 SLO sp 23.pdf](#)

[HCM2601 L1 and L6SLO-SP23.pdf](#)

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

HS 22-23 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start:11/1/2022

End:10/31/2023

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

**HS 22-23 (AS) Retention**

Objective Number: 1.2

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Health Sciences (AS)

**Objective With Intended Outcomes:**

LSU Eunice will 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 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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data will be averaged based tentatively on a historical benchmark. Given that the program was implemented in fall 2021, there is no benchmark as of yet.

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

For AY 2021-2022, there was no data because the program did not exist. They AY 2021-2022 reported on retention for AY 2020-2021 and the program did not exist.

For AY 2022-2023, this objective examines student retention from fall 2021 to fall 2022. According to Institutional Research, 2 new first-time students were admitted into the Health Sciences program for fall 2021 using the 14th day census data. Two (2 or 100%) students were retained to the fall 2022 census data.

The observed retention of 100% is considered as meeting this objective because there is no historical benchmark because it is the first year of the program.

Objective met.

**Improvement Plan/ Changes Made:**

Monitor. Meeting a 100% retention benchmark is unrealistic so a preliminary benchmark of 50% is now been established (and is rather arbitrary).

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

HS 22-23 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Health Sciences (AS)  
 Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **HS 22-23 (AS) Placement**

#### **Objective Number: 1.3**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Health Sciences (AS)

#### **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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

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

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was delayed.

For AY 2022-2023, placement data was examined for students graduating from summer 2021 through spring 2022. A total of three students graduated from the Health Sciences program (see Table 1). Two students were continuing their education, and one could not be contacted. As a result, the placement/continuing education rate is between 67% and 100% depending on if the one student who could not be contacted remains in the total n.

Table 1. Associate of Science in Health Sciences Transfer and Placement Rates						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SU 21 - SP 22	3				2	1
Total	3	0	0	0	2	1
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						100.00

This objective is tentatively met given that there is no benchmark. It is also worth noting that the benchmark set on the current data will be considered as tentative given the n = 3.

**Improvement Plan/ Changes Made:**

Continue to collect data on Health Sciences majors because the program is new.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

## HS 22-23 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ***Human Resources Management (CTS)***

### **HRM 22-23 (CTS) Professional Competency**

**Objective Number: 4.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Human Resources Management (CTS)

#### **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, its 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

[HRM-MGMT2251-Syllabus-Fa22.pdf](#)

[HRM-MGMT2260-syllabus-Sp23.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 of 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 2021-2022, this objective was met.

For AY 2022-2023, **MGMT 2251** was offered in fall 2022 only with 20 students enrolled in a full-term online section. MGMT 2251 was not offered at any face-to-face location or 8-week online. A total of 19 (95.0%) of the 20 students were directly assessed for student learning scoring and scored the following (see PDF file in the Improvement Section):

- overall = 82% (compared to 89% in AY 2021-2022)
- 1-defining supervisor = 82% (compared to 82% in AY 2021-2022)
- 2-corporate responsibility = 76% (compared to 76% in AY 2021-2022)
- 3-diversity = 82% (compared to 92% in AY 2021-2022)
- n = 19 (compared to 12 students in AY 2021-2022)

Results for the 19 students indicated students in AY 2022-2023 performed below that of AY 2021-2022 with two areas being equal. Given that, the benchmark was met with the overall = 82.0%.

Next, two full-term online sections of **MGMT 2260** were offered - one for fall 2022 and one for spring 2023 with a total of 27 students registered. The course was not offered face-to-face at any site or as an 8-week online course. A total of 26 (96.3%) of the 27 students were directly assessed for student learning scoring the following.

- Combined overall = 86.4% (compared to 86.6% in AY 2021-2022)
- 1-Knowledge of HR = 84.6% (compared to 79.7% in AY 2021-2022)
- 2-HR decision making = 87.5% (compared to 89.3% in AY 2021-2022)
- 3-Knowledge = 87.3% (compared to 89.3% in AY 2021-2022)
- n = 26 (compared to 28 students in AY 2021-2022)

Comparing the two academic years, the results seem to be similar, with the greatest difference in knowledge in HR. 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

- 82.0% for MGMT 2251 and
- 86.4% for MGMT 2260

> the established benchmark of 70%, this objective is met.

### **Improvement Plan/ Changes Made:**

Even though students met the benchmarks, the faculty member for both courses thinks that student learning can be improved by:

#### **MGMT 2251**

- send out periodic course updates
- provide individual feedback assignments and weekly discussions
- provide feedback on application projects

#### **MGMT 2260** (see example of working with a student who was behind HRM-23-emails below)

- provide feedback to students
- encourage students to read the chapters
- encourage students to participate in the discussion boards

- Encourage students to complete in study plans

Attached Files

[MGMT2251-SLO-Fa22.pdf](#)

[MGMT2260-SLO-Sp23.pdf](#)

[HRM-23-emails.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

HRM 22-23 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**HRM 22-23 (CTS) Placement**

**Objective Number: 4.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Human Resources Management (CTS)

**Objective With Intended Outcomes:**

Upon graduation, Human Resources Management Program (HRM) (CTS) majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 77.78% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, a total of six students earned the HRM-CTS in summer or fall 2021 and spring 2022 with four continuing their education and two being employed outside the HRM field (see Table 1). As a result, 66.67% are continuing their education.

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
SU 21 - SP 22	6	2	0	0	4	0
Total	31	4	8	0	6	13
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						77.78

Given that 66.67% of the students were continuing their education, this objective is partially met even though the observed value of 66.67% < the historical benchmark of 77.78%. The rationale is as follows:

1.  $n = 6$  is not large enough to be an estimate of the population parameter.
2. More of the students were continuing their education than not.
3. The benchmark is based on the low  $n$  for each year. For example, the largest number of completers is 8 with a mean of just over 6.1.

Partially met.

#### Improvement Plan/ Changes Made:

The improvement plan is two-fold realizing that there were only 12 students enrolled in the Certificate of Technical Studies for HRM for fall 2023 as of July 10, 2023 (see attached 7-10-23 Majors PDF attached below).

The Registrar, who teaches in the program, notes that the full-time faculty do a good job of aligning students with the HRM (see the 7-10-23 Email PDF attached below). The improvement plan for HRM is to present it to students when they first enroll (item 1) and have the business faculty reinforce it as students transfer from the advising center to faculty advising (item 2).

Attached Files

[7-10-23-Majors-FA23.pdf](#)

[7-10-22 Email on HRM.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

HRM 22-23 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Management (AAS)***

**MGMT 22-23 (AAS) Professional Competency**

Objective Number: 7.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

**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

[ACCT2101-Syllabus-Sp23.pdf](#)

[ACCT2001-Syllabus-Sp23.pdf](#)

[ISDS 2100 Syllabus Sp23.pdf](#)

[MGMT 2999 Syllabus Sp23.pdf](#)

[MKTG 2999 Syllabus AY 22-23.pdf](#)

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

The program outcomes and student learning outcomes will be directly assessed using internally created assessments. **All students in the course(s) at the time of the assessment will be assessed (i.e. no sampling).** For AY 2022-2023, 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 - posttest.
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

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

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were two face-to-face sections offered at the LSU Eunice 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 115 students enrolled on the census dates for the fall and spring semesters with 92 (80.0%) of them being directly assessed for student learning. The results on the student learning outcomes were (see selected SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 91.8% (compared to 92% for AY 2021-2022)
- 1-Financial statements = 90.9% (compared to 93% for AY 2021-2022)
- 2-Journalize transactions = 92.7% (compared to 91% for AY 2021-2022)
- n = 92 (compared to 72 students for AY 2021-2022)
  
- **Overall LSUE face-to-face only** = 94.4%
- 1-Financial statements = 92.6%
- 2-Journalize transactions = 96.2%
- n = 45
  
- **Overall Online full-term students only** = 89.4%
- 1-Financial statements = 89.4%
- 2-Journalize transactions = 89.4%
- n = 47

The data indicates that the face-to-face students performed slightly higher than the online students with both exceeding the benchmark of 70%. Combining both using weighted means yielded that students scored an 92% overall, 91% on financial statements, and a 93% on journalizing transactions. Comparing AY 2022-2023 data with the scores from AY 2021-2022 found that students in the current year performed similarly to the students from last Academic Year.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2022-2023 with two being full-term online and two being at the LSU Eunice face-to-face site. No sections were offered at any other location or via the 8-week method. In all, a total of 65 students were enrolled on the 14th class day with 63 (96.9%) students being assessed for SLOs. The results were as follows (see the SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 90.3% (compared to 80% for AY 2021-2022)
- 1-Production cost report = 88.8% (compared to 79% for AY 2021-2022)
- 2-Breakeven point = 91.7% (compared to 81% for AY 2021-2022)
- n = 63 (compared to 64 students for AY 2021-2022)

- **Overall face-to-face only** = 93.2%
- 1-Production cost report = 91.7%
- 2-Breakeven point = 94.6%
- n = 20
  
- **Overall full-term online only** = 88.9%
- 1-Production cost report = 87.5%
- 2-Breakeven point = 90.4%
- n = 43

Face-to-face students scored slightly higher than did online during AY 2022-2023. Overall comparison shows a 90.3% in the current year to an 80% last year. The overall results also indicate that the individual SLOs have increased when compared to the results from AY 2021-2022.

Next, **ISDS 2100** (Microcomputer Applications in Business) had two full-term face-to-face and two full-term online sections during AY 2022-2023 - one of each for fall 2022 and spring 2023. No sections of ISDS 2100 were offered at any of the LSUA face-to-face sites or during the 8-week accelerated online sessions. A total of 91 students were registered on census day of each semester. Of those, 83 (91.2%) of the students were directly assessed for student learning. The results were:

- **Overall**, = 86.6% (compared to 84% for AY 2021-2022)
- 1-Word = 86.1% (compared to 82% for AY 2021-2022)
- 2-Excel = 81.0% (compared to 78% for AY 2021-2022)
- 3-PowerPoint = 92.7% (compared to 90% for AY 2021-2022)
- n = 83 (compared to 79 students for AY 2021-2022)
  
- **Face-to-face (two sections)** = 85.6%
- 1-Word = 84.2%
- 2-Excel = 80.0%
- 3-PowerPoint = 93.1%
- n = 25
  
- **Online (two 16-week sections)**, = 87.0%
- 1-Word = 87.0%
- 2-Excel = 81.5%
- 3-PowerPoint = 92.5%
- n = 58

Students in the ISDS 2100 sections performed well achieving an 86.6% overall. In comparing the AY 2022-2023 results with the year before, both groups of students performed in a similar fashion. In addition, the face-to-face sections during AY 2022-2023 performed similar to the online sections.

For **MGMT 2999** (Principles of Management), two online full-term sections were offered during AY 2022-2023 - one in fall and one in spring. No face-to-face or 8-week accelerated sections were offered. A total of 35 students enrolled on census day for each semester with 31 (88.6%) being directly assessed for student learning. The results were:

- **Overall, for the two online sections** = 91.3% (compared to 85% for AY 2021-2022)
- 1-History = 91.2% (compared to 86% for AY 2021-2022)
- 2-Ethics and social responsibility = 89.9% (compared to 86% for AY 2021-2022)
- 3-Global management = 91.4% (compared to 79% for AY 2021-2022)
- n = 31 (compared to 27 students for AY 2021-2022)

Students in the two full-term online sections scored an overall 91.3% which was slightly higher than the 85% for AY 2021-2022. The scores for each SLO were also slightly higher than AY 2020-2021 suggesting some improvement in student learning.

Finally, two full-term online sections of **MKTG 2999** (Principles of Marketing) were offered during AY 2022-2023 with a total of 43 students 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 40 (93.0%) of the 43 students were directly assessed for SLOs during the two semesters. The results follow:

- **Overall, for both online courses** = 91% (compared to 91% for AY 2021-2022)
- 1-Describe marketing terms and facts = 91% (compared to 91% for AY 2021-2022)
- 2-Understand marketing concepts = 91% (compared to 91% for AY 2021-2022)
- 3-Apply marketing principles = 92% (compared to 92% for AY 2021-2022)
- n = 40 (compared to 22 students for AY 2021-2022)

Students scored an overall 91% for AY 2022-2022; this being equal to the 91% scored in AY 2021-2022. The data shows an unlikely scenario where the outcomes for AY 2022-2023 were identical to AY 2021-2022. The data was double checked by the Director of Institutional Effectiveness.

### Summary:

Students in the five courses did well in the overall scores and each individual outcome exceeding the benchmark of 70% in each case. Given that the observed overall SLO score for

- ACCT 2001 = 91.8%
- ACCT 2101 = 90.3%

- ISDS 2100 = 86.6%
- MGMT 2999 = 91.3%
- MKTG 2999 = 91%

> the established benchmark of 70%, this objective is met.

### **Improvement Plan/ Changes Made:**

#### **ACCT 2001:**

- Face-to-Face: Review of material prior to completing assignment. (see ACCT2001-FF-SLOFa22.pdf)
- Online: Review of material prior to completing assignment. (see ACCT2001-ON-SLO Fa 22.pdf)

Because the Improvement plans looked "similar", the Director of IE reached out to each accounting faculty about their improvement plans. For Ms. Monk to be more specific, she believes that she can use the following across all sections and courses (see 6-16-23-Monks-Improvement.pdf):

1. Provide videos and tutorials from Wiley on material covered each week.
2. Provide class time to complete assignments on new material with instructor assistance if needed.
3. Personally ask and encourage students that are having difficulty to visit during office hours for additional instruction.

Mr. Beshears responded (6-19-23 Mr. Beshears' Improvement.pdf):

1. ACCT 2001: The SLOs are measured by the class performance on two comprehensive problems known as the Final Assignment. The material is covered during the semester. Prior to starting the Final Assignment, I could also provide an online review session to identify and correct any shortcomings in the mastery of this material. Additional, focused problem sets could be added to bolster student knowledge. These would be selected based on any weaknesses identified in the homework and test scores during the semester.

#### **ACCT 2101:**

- Face-to-Face: Review of material prior to completing assignment. (see ACCT2101-FF-SLOSp23.pdf)
- Online: Review of material prior to completing assignment. (see ACCT2101-ON-SLOSp23.pdf)

**Director of IE's Note:** Improvement Plans for Accounting have been verified.

**ISDS 2100:** Further encourage students to participate in all assignments and offer optional one-on-one with students to answer questions.

**Director of IE's Note:** Evidence of encouraging students to participate, one-on-one sessions, and/or offering optional assignments will be needed. SACSCOC IE Reviewers will flag SLO reports with identical improvement plans.

**MGMT 2999:** Offer an additional, optional assignment to reinforce the material.

**Director of IE's Note:** Evidence of encouraging students to participate, one-on-one sessions, and/or offering optional assignments will be needed. SACSCOC IE Reviewers will flag SLO reports with identical improvement plans.

**MKTG 2999:** Increase class discussion on the subject matter in order to encourage more participation and research.

**Director of IE's Note:** Evidence of increased class discussions, research, participation, outside sources, real-life scenarios including students' jobs will be needed.

#### Attached Files

[ACCT 2001-On-SLOFa22.pdf](#)

[ACCT 2001-FF-SLOFa22.pdf](#)

[ACCT 2101-On-SLOSp23.pdf](#)

[ACCT 2101-FF-SLOSp23.pdf](#)

[6-19-23-Matts-Imp.pdf](#)

[6-16-23-Monks-Improvement.pdf](#)

[ISDS 2100-On-SLOFA22.pdf](#)

[ISDS 2100-FF-SLOSP23.pdf](#)

[MGMT 2999-ON-SLOFA22.pdf](#)

[MKTG 2999-ON-SLOSP23.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

MGMT 22-23 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

##### 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

3. Expand Partnerships
4. Culture of Continuous Improvement

### **MGMT 22-23 (AAS) Retention**

#### **Objective Number: 7.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

#### **Objective With Intended Outcomes:**

LSU Eunice will 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 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 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 2020 to fall 2021 with 225 new first-time students entering the Management Program with 92 being retained for a retention rate of 40.89% (see Table 1). Five (5) students changed their major within the first year so removing them and generating a total n = 220, the corrected retention is 41.82%.

Table 1. Management Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	23	8	5	34.78	44.44
Totals	225	92	5	40.89	41.82

As a result, the retention benchmark is set at 40.89%-41.82% given the historical data.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 14 new first-time students were admitted into the Management Program based on the 14th day census with eleven (11) students being retained to fall 2022. As a result, the raw retention = 78.57%.

Institutional Research reported that three (3) students changed their major during the first year. Therefore, the corrected retention (removing those who changed majors for a total  $n = 11$ ) = 100%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 78.57% > the historical retention = 40.89%, this objective was met. Students changing their major were not considered in the observed value.

**Improvement Plan/ Changes Made:**

LSU Eunice is implementing EAB Navigate and is using it to report students of concern with academic difficulties, that need tutoring, or not attending class (see files below).

Attached Files

[1--EAB-Navigate-Employee-Quick-Start-Guide-8-17-22.pdf](#)

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

[3--EAB-Navigate-Attendance-Referral-9-12-22.pdf](#)

[4--tutoring\\_referral\\_9\\_6\\_22.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

MGMT 22-23 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**MGMT 22-23 (AAS) Placement**

**Objective Number: 7.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

**Objective With Intended Outcomes:**

Upon graduation, Management majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies if both are earned in the same academic year.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 71.78% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of 16 students graduated with the Associate of Applied Science in Management in summer or fall 2021 and spring 2022 with three employed in the field and one continuing their education (see Table 1). Four students could not be contacted. As a result, the raw calculation is  $6/16 = 37.5\%$ . Removing those who could not be contacted yields  $(4 + 2)/(16 - 2) = 6/14 = 42.86\%$

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	9	4	0	0	10
SU 20 - SP 21	22	1	14	0	5	2
SU 21 - SP 22	16	5	4	3	2	2
Total	226	36	68	11	49	63
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						71.78

Given that the observed value = 37.5% to 42.86% < the historical benchmark of 71.78%, this objective is not met.

#### Improvement Plan/ Changes Made:

An Exit Survey for Graduates will be emailed to graduates right after the semester ends--the week of finals or the week after that. I believe this timeframe is most likely when graduates will check student emails and increase data collection. Students are asked to include their current demographics along with a permanent email address, hopefully increasing the chance to reach them months later. The students are also asked to indicate if they are currently working. If we cannot contact them six months later, at least we can use that employment information.

**Director of IE's note:** We'll need to collaborate on this as there is no need to send it to the students who walk at graduation. Data will be collected for them using the other survey given by the Registrar's Office.

Attached Files

[Fowler's BT Exit Survey.pdf](#)

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

MGMT 22-23 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Medical Billing and Coding (CTS)*****MBC 22-23 (CTS) Professional Competency**

Objective Number: 5.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

**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. As a result, all SLOs are assessed through online courses only.

**Director of IE's Note:** The program coordinator informed this office that HCM 2650 is no longer part of the program and will be replaced with ALLH 2625 Advanced Coding effective fall 2023. The ALLH 2625 syllabus will be included for fall 2023 and the program assessment will be adjusted as needed.

**Director of IE's Note:** The online syllabus shells below show 2021 on them but were the current syllabi up through spring 2023. The Program Coordinator noted verbally that they are being updated as of summer 2023.

#### Attached Files

[ALLH1200-Syllabus-Shell.pdf](#)

[ALLH1620-Syllabus-Shell.pdf](#)

[HCM2650-Syllabus-Sp23.pdf](#)

[ALLH1615-Syllabus-Shell.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, the online simulation, and the final exam in ALLH 1620 Health Insurance and Medical Billing.
3. Health Records and Data Content- Assessment will take place using quizzes or the final exam in ALLH 1200 Health Data.

4. Compliance - Assessment will take place using quizzes or the final exam in ALLH 1200 Health Data.
5. Information Technologies - Assessment will take place using quizzes or the final exam 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 2021-2022, this objective was met.

For AY 2022-2023,

**Outcome 1: Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding):** Three full-term online sections were offered with one being in the fall and two being in the spring enrolling 59 students on the census days. In all, 58 (98.3%) of the 59 students enrolled in the three online sections were assessed. The results were:

Overall = 87.5% (grand means weighted by section) (for AY 2021-2022, the result = 85.5%)

History and purpose = 87.7% (for AY 2021-2022, the result = 81.2%)

Coding conventions = 96.1% (for AY 2021-2022, the result = 86.1%)

Coding for organ systems = 82.5% (for AY 2021-2022, the result = 82.7%)

n = 58

Students for AY 2022-2023 performed above the benchmark of 70% and performed slightly above the level of the students in AY 2021-2022.

**Outcomes 3, 4 and 5: Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data):** Four full-term online sections were offered - three in fall and one spring with 89 students enrolled. A total of 78 (87.6%) students were assessed:

Overall = 82.0% (grand means weighted by section) (for AY 2021-2022, the result = 87.2%)

Organization = 84.0% (for AY 2021-2022, the result = 85.9%)

Health records = 83.8% (for AY 2021-2022, the result = 86.4%)

Quality Performance Improvement = 84.9% (for AY 2021-2022, the result = 85.3%)

Principles of Organization & Work Planning = 80.3% (for AY 2021-2022, the result = 89.7%)

Health Data Sets = 88.1% (for AY 2021-2022, the result = 77.0%)

n = 78

Students in ALLH 1200 exceeded the benchmark of 70% and did not outperform students from AY 2021-2022. Note, however, that scores for three of the outcomes are within two percentage points of the same outcome from last year.

**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 86 students enrolled in them on census day. A total of 73 (84.9%) students were assessed with the results being:

Overall = 83.1% (grand means weighted by section) (for AY 2021-2022, the result = 86.2%)  
 Sequence codes = 86.4% (for AY 2021-2022, the result = 83.7%)  
 Reimbursement = 89.3% (for AY 2021-2022, the result = 85.4%)  
 Regulations = 84.8% (for AY 2021-2022, the result = 85.2%)  
 Diagnosis and Procedure = 71.9% (for AY 2021-2022, the result = 90.6%)  
 n = 73

The results indicated that the students exceeded the benchmark in AY 2022-2023 and performed slightly below the results from AY 2021-2022 with the largest drop being the diagnosis and procedure outcome.

**Outcome 6: Confidentiality and Data Content Assessed in HCM 2650 (Medical Law and Ethics):** One online section was offered in the fall semester and one in spring. In all, 30 students were enrolled in the course on the census day for the fall and spring semesters. A total of 30 (100%) of the students were assessed. The results were:

Overall = 93.1% (for AY 2021-2022, the result = 88.9%)  
 A. Law and ethics, law issues, courts, and contracts = 92.9% (for AY 2021-2022, the result = 87.7%)  
 B. Health care issues and delivery systems, consumer issues, and insurance = 89.6% (for AY 2021-2022, the result = 90.8%)  
 n = 30

The data for HCM 2650 indicates that the students exceeded the 70% benchmark and performed slightly better than those taking the course in AY 2021-2022.

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 2022-2023 performed slightly better than students from AY 2021-2022 (88% versus 86%) while ALLH 1200 students slipped from 87% last year to 82% this year. ALLH 1620 students performed at 83% this year and 86% last year with the largest issue being diagnosis and procedure. HCM 2650 students performed better this year than last (93% versus 89%). Selective SLO reports for each course are attached as PDF files below.

Given that the observed scores of

87.5% for ALLH 1615,  
 82.0% for ALLH 1200,  
 83.1% for ALLH 1620, and  
 93.1% for HCM 2650  
 weighted overall for the program based on the four courses = 84.7%

> the established benchmark of 70%, this objective is met.

**Improvement Plan/ Changes Made:**

Even though faculty met the outcomes, they thought that student learning could be increased by (see SLO report PDFs):

**ALLH 1615**

- Add assignments that are not graded to aid understanding
- Add videos

**ALLH 1200**

- Reevaluate quiz questions, updated as necessary
- Add more information about medical records development

**ALLH 1620**

- Add content on coding procedures, regulatory, and compliance
- Add different examples to mock claim forms.

**HCM 2650**

- Include case studies
- Modify the final exam

Attached Files

[MBC-Fa22-ALLH1615-SLO.pdf](#)

[MBC-Fa22-HCM2650-SLO.pdf](#)

[MBC-Sp23-ALLH1200-SLO.pdf](#)

[MBC-Sp23-ALLH1620-SLO.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

MBC 22-23 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Medical Billing and Coding (CTS)  
 Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

#### **MBC 22-23 (CTS) Placement**

##### **Objective Number: 5.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Medical Billing and Coding (CTS)

##### **Objective With Intended Outcomes:**

Upon graduation, Medical Billing and Coding Program (MBC) (CTS) majors will either be employed in the field or will continue their education.

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

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 46.30% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was not met. Survey is now in use.

For AY 2022-2023, examining students finishing the program in AY 2021-2022, there were 33 students completing the MBC-CTS with six employed in the field and 3 continuing their education (see Table 1). A total of nine could not be contacted. As a result, the raw calculation is  $(6 + 3)/33 = 9/33 = 27.27\%$ . The corrected rate removing those who were not contacted yields  $(6 + 3)/(33 - 9) = 9/24 = 37.50\%$ .

Table 1. Medical Billing and Coding, CTS, Placement Rates

Semester	Total Number of Completers	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	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
SU 21 - SP 22	33	9	6	6	3	9
Total	105	19	17	10	8	51
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						46.29

Given that the range of placement or continuing education was between 27.27% and 37.50% < the historical benchmark of 46.3%, this objective is not met.

**Improvement Plan/ Changes Made:**

The improvement plan will be incorporated in the final two courses ALLH 2625 (Advanced Coding) and ALLH 2646 (Medical Billing and Coding Practicum). The faculty will dedicate at least part of three modules to assist students in finding a job and how to look for jobs efficiently. Updates will come from:

- Job Search Skills
- Getting a Linked In Profile
- Navigating job Boards- Indeed, Linked in, remote.co, and other job search platforms
- Resume Writing/ Applying for Jobs
- Special Guest from Billing and Coding Industry
- Cover Letter / Tailor your cover letter and resume
- Do's and Don'ts of Social Media

In addition, many students in the program are nurses, retirees, and people just looking to have some type of education under their belt to circumvent the effects that Covid had on the workforce related to a brick-and-mortar workplace. Nontraditional students to Medical Billing and Coding as a way to possibly get a remote job that they can stay home and work.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

MBC 22-23 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships

#### 4. Culture of Continuous Improvement

### *Nursing (ASN)*

#### **ASN 22-23 Professional Competency based on NCLEX-RN**

##### **Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

##### **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, 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 graduate's success in the client needs category. The test plan performance report provides group testing outcomes, but not individual student outcomes. Evidence to be utilized includes (Please see progress report below):

1. comparison of NCSBN passing performance and graduates from LSU Eunice ASN,
2. comparison of graduates from LSU Eunice ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs),
3. comparison of graduates from LSU Eunice ASN program and graduates from similar programs (ASN) across every jurisdiction.

Attached Files

[Registered Nurse Licensure Qualifications.pdf](#)

[LSUE ASN 2022 NCLEX Performance by Client Need Areas.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the classes from spring 2022 and fall 2022 were examined.

The Spring 2022 (Eunice) cohort had a first-time pass rate of 96.42% with 27 of 28 graduates passing NCLEX-RN® on the first attempt. Please see NCLEX Pass Rates by Graduating Semester 2022 attached below.

The Fall 2022 (Lafayette) cohort had a first-time pass rate of 91.66% with 22 of 24 graduates passing NCLEX-RN® on the first attempt. Please see NCLEX Pass Rates by Graduating Semester 2022 attached below.

The LSUE LPN to ASN graduates had a 100% pass rate (8 students out of 8 students) as reported for students graduating in SP22 and FA22 while the Traditional ASN students had a pass rate of 94.23% (49 students out of 52 students). Please see NCLEX Pass Rates by Graduating Semester 2022 attached below.

The overall NCLEX first time pass rate for all graduating cohorts in 2022 is 95% (57 students out of 60 total graduating students).

Given that the observed value of 94.23% (first time test takers) > the established benchmark of 80%, this objective is met.

Attached Files

[2022 NCLEX PASS RATES BY GRADUATING SEMESTER.pdf](#)

**Improvement Plan/ Changes Made:**

Our NCLEX first-time pass rates are highly competitive with other Associate of Science (ASN) programs in the region. However, we are looking to continuously improve by converting to a concepts-based curriculum instead of our current Med/Surg (medical) model, as that is what is recommended by the NLN to improve critical thinking and application of knowledge to effective patient care. The faculty have voted, and was subsequently approved by the Courses and Curriculum Committee, that we will begin utilizing the concepts-based foundation beginning in August 2024 (one semester at a time).

Attached, please find faculty meeting minutes where the faculty voted unanimously to convert to Concepts-Based curriculum, as well as the Courses and Curriculum Committee approval.

Attached Files

[Faculty Meeting Minutes 02.28.2023 Concepts Change.pdf](#)

[C and C approval for Concepts Change 03.2023.pdf](#)

[C and C minutes 3-29-23 FINAL.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ASN 22-23 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ASN 22-23 Professional Competency based on Clinical Results**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

**Objective With Intended Outcomes:****Old 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 a 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.

**New Outcomes:** Effective Fall (August) 2022, at the conclusion of the Nursing Program, the student will:

1. Integrate principles from the natural/behavioral sciences and nursing to meet the needs of complex clients.
2. Utilize the nursing process and clinical judgment to prioritize care for a group of individuals with complex needs across the lifespan.
3. Apply therapeutic communication to manage care of a group of individuals with complex needs.
4. Demonstrate the ability to manage the care of individuals using an interprofessional approach.
5. Accept responsibility as a member of the interprofessional team.

**Rationale:** These outcomes are evolving to stay current and relevant while aligning with the new NCLEX-RN test plan and competencies of our regulating organizations including Accreditation Commission for Education in Nursing (ACEN), Quality and Safety Education for Nurses (QSEN), National League for Nursing (NLN), and Louisiana State Board of Nursing (LSBN). The program has generalized end of program student learning outcomes which evolve throughout the program to show increasing rigor each semester, as required by ACEN and LSBN.

Attached Files

[3-NURS2535 - 2555 Fall 2022 SYLLABUS.pdf](#)[NURS2535 - 2555 SYLLABUS SP22.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.

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 2021-2022, this objective was met.

For AY 2022-2023, this objective was met with 59/60 (98.33%) 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 2022 clinical course pass rate of 98.33% is > the established benchmark of 77%, this objective is met.

Attached Files

[Final Clinical Eval LPN.ASN SP22.pdf](#)  
[Final Clinical Eval LPN.ASN FA22.pdf](#)  
[Final Clinical Eval Traditional FA22.pdf](#)  
[Final Clinical Eval Traditional SP22.pdf](#)

**Improvement Plan/ Changes Made:**

No changes will be made at this time. The single failure was related to disciplinary action based on policy violations for both the clinical facility and LSUE. We will continue to 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 22-23 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ASN 22-23 Graduation Rate**

**Objective Number: 2.3**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Nursing (ASN)**

**Objective With Intended Outcomes:**

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 on-time within four semesters (ACEN requirement) or within time-and-one-half (LSBN requirements) of the length of the program..

2.21 LPN's entering through advanced standing will graduate on-time within three semesters (ACEN requirement) or within time-and-one-half the length of the program (LSBN requirements).

Old Objective (repeated one last time from last 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".

**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. The Louisiana State Board of Nursing (LSBN) continues to track time-and-one-half completion.

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

Revised 08/2022 beginning fall 2022:

2.20 Traditional ASN students will graduate "on-time" within four semesters or in "time-and-one-half" within six semesters.

2.21 LPN-ASN students will graduate "on-time" within three semesters, or in "time-and-one-half" within four 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 but tracks time-and-one-half completion rates. Based on suggestions by ACEN and the LSBN, the faculty voted to choose the 50% benchmark for on-time completion and 60% for time-and-one-half completion across all program options. Attached, please find the faculty meeting minutes validating the 50%/60% benchmark vote (see page 5 of the faculty meeting minutes).

Attached Files

[46v47-LPN.pdf](#)

[ACEN Standards for 2023 as of July 2022 Section 5.pdf](#)

[Faculty Meeting Minutes 10.25.22.pdf](#)

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

For AY 2021-2022, this objective was met.

2.20 - For AY2022-2023, the Traditional ASN cohorts (FA20 to SP22 and SP21 to FA22) 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 53.75% (43 of 80 students)
- completing in 1.5 time of 70% (56 of 80 students).

2.21 - For AY 2022-2023 (LPN to ASN cohorts, SP21 to SP22 and FA21 to FA22) achieved this benchmark with an:

- on-time completion rate of 50% (6 out of 12 students and
- completing in 1.5 time of 75% (9 out of 12 students).

Given that the observed time and one-half to graduation value of

- 2.20 - 70.0% for traditional students
- 2.21 - 75% for LPNs to RN
- Overall - 70.65% (65 out 92 students)

Given that the observed value of 53.26% for on-time > the established benchmark of 50% for on-time and given that the observed value of 70.65% for time and one-half > the established benchmark of 60% for graduating in time and one-half, this objective is met.

Attached Files

[ASN Completion Rate Table 2022 071223.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 (time and one-half) and 50% for both Traditional ASN and LPN to ASN graduates (on-time). 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 (see job description below). The program will begin converting to a concepts-based curriculum in Fall of 2024, which supports improved student success, increased comprehension, and critical thinking. Tutoring is available from nursing faculty when indicated, as well as in the library.

Attached Files

[Jennie Denker JD - Nursing Strategist \(1\).pdf](#)

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

##### **RELATED ITEM LEVEL 1**

ASN 22-23 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **ASN 22-23 Employment**

### **Objective Number: 2.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

### **Objective With Intended Outcomes:**

Nursing graduates will be employed in their field within six months of graduation.

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

Expected Level of Achievement (benchmark) is 90%. Benchmark was established by the Program Director and nursing faculty based on historical data. Both graduating classes (Fall 2022 - Lafayette and Spring 2022 - 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 2021-2022, this objective was met.

For AY 2022-2023, both cohorts of Traditional and LPN-ASN graduates from Spring 2022 and Fall 2022 (8 of 60) responded and reported securing employment for a rate of 100%, as noted in the employment information by cohort document attached.

The Spring 2022 (Eunice) cohort received 4 of 29 (13.79%) survey responses that 100% of those responding had secured employment within six months of graduation.

The Fall 2022 (Lafayette) cohort received 4 of 31 (12.90%) survey responses that 100% of those responding had secured employment within six months of graduation.

Given that the 2022 total 6-month employment rate is 100% > the benchmark of 90%, this objective is met.

Attached Files

[EMPLOYMENT INFORMATION Fall 2022.pdf](#)

**Improvement Plan/ Changes Made:**

The Nursing Program Director meets with every graduating cohort during the last semester explaining the "6 Month Check-In" survey and the importance of completing it. The response rate is consistently sparse. Due to the low response rate on surveys, faculty rely on personal contact and social media to note employment rates. The nursing employment rate in the region is usually 100%. Local hospitals seek our graduates while in clinical prior to graduation.

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 continues with the goal of assisting 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 22-23 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Criminal Justice (AS)*****CJ 22-23 (AS) Professional Competency**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
 Provided By: Criminal Justice (AS)

**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):

1. understanding of the roles, responsibilities, and functions of contemporary law enforcement; historical foundations of the modern American police system; and qualifications required to become a law enforcement officer.
2. understanding of how diversity, equity, and inclusion play a role in policing.
3. understanding of the policies and procedures governing law enforcement and the constitutional limitations imposed to balance citizen's rights versus law enforcement operations.
4. ability to critically analyze past, present, and potential future issues in policing.

The program outcomes are also assessed using SLOs in CJ 2133 (Correctional Process). Upon the completion of this course, students will (see file below):

1. Demonstrate an understanding of the American correctional system.
2. Demonstrate an understanding of how diversity, equity, and inclusion play a role in corrections.
3. Identify and understand the concepts of prison life; organizational structure and subculture of inmates; differences between adult and juvenile incarceration; and various programs pertaining to the concept of rehabilitation.
4. Demonstrate an ability to critically analyze past, present, and potential future issues in corrections.

**Director of IE's Note:** The CJ 2133 course was taught as part of an LSU/LSUE initiative labeled LSU Online. The syllabus template provided has slight differences whereby major learning outcomes become Course Outcomes in the syllabus to make matters a little easier for the faculty member.

Attached Files

[CJ2131-Syllabus-Sp23.pdf](#)

[CJ2133-SyllabusSp23.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:

1. Assigned Project.
2. Exam.
3. written assignments.
4. Final project involving an interview and a paper.

CJ 2133, Correctional Process will be assessed in the following manner.

1. Final exam.
2. Six topic postings.
3. Research assignment
4. Weekly quizzes covering the readings.

The benchmark for both courses is 70% which was established because it is the lowest C (average) grade that can transfer to other institutions of higher education in the state.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, both CJ 2131 and CJ 2133 were offered in the 8-week format only.

**CJ 2131**

CJ was offered both in fall 2022 and spring 2023 as an 8-week course. In all, there were 42 students enrolled on the census date with 39 (92.9%) of them being assessed using the student learning outcomes. The results were:

- overall = 89% (compared to 89.9% from AY 2021-2022),
- A. roles, responsibilities, and functions = 90.8% (compared to 90.8% from AY 2021-2022)
- B. diversity = 85.3% (compared to 92.7% from AY 2021-2022)
- C. policies and procedures = 83.9% (compared to 90.4% from AY 2021-2022)
- D. issues = 93.7% (compared to 87.1% from AY 2021-2022).
- n = 39 (see SLO document for the spring 2023 section in the files below)

The overall indicates that students performed well and were the same or increased learning in all outcomes except C.

AS with CJ 2131, **CJ 2133** was offered as two 8-week courses; one in fall 2022 and one in spring 2023. A total of 38 (88.4%) of the 43 students registered on census day were assessed for learning. The results were:

- overall = 88.6% (compared to 84.9% during AY 2021-2022)
- A. history, structure, purpose = 89.8% (compared to 82.3% during AY 2021-2022)
- B. diversity = 79.6% (compared to 80.7% during AY 2021-2022)
- C. prison life = 90.6% (compared to 80.6% during AY 2021-2022)
- D. issues = 84.6% (compared to 88.3% during AY 2021-2022)
- n = 38 (see SLO document below for the spring 2023 section in the files below)

Students in the CJ 2133 course performed well as indicated in the data. They also performed slightly higher overall than AY 2021-2022 students.

Given that the observed value of 89.9% for CJ 2131 and 88.6% for CJ 2133 > the established benchmark of 70%, the outcome is met.

Attached Files

[SLO-CJ 2133-Sp23.pdf](#)

[SLO-CJ2131-Sp23.pdf](#)

#### **Improvement Plan/ Changes Made:**

Even though the SLOs were met, the faculty felt as if they could improve learning by (see SLO documentation in the progress report section)

#### **CJ 2131:**

- Provide information to students about time management skills.
- Emphasize the need to read the assigned textbook.
- Even though it is not a prerequisite, encourage students to take a writing course prior to taking this course.

#### **CJ 2133:**

- Revised test content was used for this year, and it improved learning.
- Generally, participation improved with reminders.
- Direct feedback for students assisted with the research assignment.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CJ 22-23 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CJ 22-23 (AS) Retention**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Criminal Justice (AS)

**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 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 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 2020 to fall 2021 with 219 new first-time students entering the Associate of Science in Criminal Justice and 98 being retained for a retention value of 44.75% (see Table 1). In addition, three students changed their major during the first year; therefore, the corrected n = 216 and the retention is 45.37%.

Table 1. Criminal Justice Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	49	24	3	48.98	52.17
Totals	219	98	3	44.75	45.37

As a result, a benchmark of 44.75%-45.37% will be used based on historical data.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, 23 new first-time students were admitted into the Associate's Criminal Justice Program based on the 14th day census with 8 students being retained to fall 2022. As a result, the raw retention = 34.78%.

Institutional Research reported that one (1) student changed their major during the first year. Therefore, the corrected retention (removing those who changed majors) = 36.36%.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 34.78%-36.36% < the historical retention = 44.75%-45.37%, this objective was not met.

### **Improvement Plan/ Changes Made:**

Institutional changes made institutional wide to increase success and retention were:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

### Attached Files

- [1-7-6-21-Organizational-Chart.pdf](#)
- [2-2-17-22-Organizational-Chart.pdf](#)
- [3-ILLCCReport.pdf](#)
- [4-2022SuccessWithdrawalRates.pdf](#)
- [5-AY21-22DisSuccessData.pdf](#)
- [7-EAB-Navigate-Email-12-21-21.pdf](#)
- [6-Retreat-Meeting-Minutes.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CJ 22-23 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CJ 22-23 (AS) Placement**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Criminal Justice (AS)

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 63.55% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were eleven Associate of Science Criminal Justice graduates in AY 2021-2022 with two being employed in the field and three continuing their education (see Table 1). One student was not able to be contacted. As a result, the raw calculation is  $(2 + 3)/11 = 5/11 = 45.45\%$  Removing the one student who could not be contact yields  $(2 + 3)/(11 - 1) = 5/10 = 50\%$ .

Table 1. Criminal Justice Placement Rates.

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
SU 21 - SP 22	11	3	2	2	3	1
Total	142	32	43	7	25	35
Overall percent of students employed in field or continuing education without those not contacted (totals do not include the academic year under discussion) =						63.55

Given that the observed range for placement or continuing education between 45.45% and 50% < historical value of 63.55%, this objective is not met.

#### Improvement Plan/ Changes Made:

In AY22-23, the Criminal Justice program administration implemented the following changes to improve placement of students with criminal justice agencies:

- Internships/Practicums:** Internships/practicums provide hands-on, real-world experiences allowing students to apply the knowledge they have gained in the program to practical situations within a criminal justice setting. Internships/practicums help students explore various roles within the profession, allowing them to refine their career goals. The LSUE Criminal Justice program revived the CJ2990 (Practicum in Criminal Justice) course to place students in internships/practicums with criminal justice agencies. The goal of the course is to contribute to the student's academic success and professional development in the field of criminal justice. Students identify a local, state, or federal agency of their preference or request assistance with placement through an application and approval process. The agency may be from any aspect of the criminal justice system, including police, wildlife enforcement, corrections, court system, or juvenile justice. Students must complete 24 hours of credit to include college-level math and English and

earn a "C" or better in CJ 1107 (Introduction to Criminal Justice), and receive approval from the Criminal Justice Program Coordinator. NOTE: In AY 2022-2023 one student participated and successfully completed the Louisiana Wildlife and Fisheries (LDWF) Enforcement Division Internship Program. The student is in the hiring process with LDWF.

- **On-Campus Hiring Events:** On-campus hiring events are a valuable tool to connect LSU Eunice Criminal Justice students with prospective employers. These events provide employers the opportunity to pre-screen a diverse group of students, answer questions, and streamline the hiring process. Students are provided the opportunity to network with criminal justice professionals through face-to-face interactions and gain immediate feedback related to job opportunities. The LSU Eunice Criminal Justice program facilitated two criminal justice hiring events in AY 2022-2023 with the Acadia Parish Sheriff's Office and Evangeline Parish Sheriff's Office.
- **Social Media Presence:** Social media can play a significant role in assisting students with job placement and career advancement. The LSU Eunice Criminal Justice program developed Facebook and Twitter (now "X") accounts in AY 2022-2023 to increase the visibility of the program's students and stimulate networking and job opportunities with local, state, and federal criminal justice agencies.

#### Attached Files

[2 Internship and PT.pdf](#)

[1 LSUE and LDWF Internship MOU.pdf](#)

[4 Recruiting Acadia SO.pdf](#)

[3 Recruiting Dallas.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

CJ 22-23 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

##### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ***Fire & Emergency Services (AAS) and Fire Service Technology (CTS)***

### **FES/FST 22-23 (AAS/CTS) Professional Competency**

#### **Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

#### **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 enables students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications. The program also prepares students for fire academies and helps current firefighters to be prepared to be able to take the role of company or chief officer. 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:** 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 \(Archived\).pdf](#)
- [FSCI2155-Syllabus-Sp23.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 student learning (i.e. no sampling).

FSCI 2152: Module Writing/discussion Assignments and/or the final exam (for overall)

FSCI 2155: 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 2021-2022, this objective was met.

For AY 2022-2023, there were no sections of FSCI 2152 offered. As a result, there is no data to report.

FSCI 2055 was offered during an 8-week session in spring 2023. The results were:

A. fire protection systems = 97% (see attached SLO document below)

B. water supply = 97%

Overall = 97%

n = 6

As the data indicates, students performed well on the two SLO assessments overall keeping in mind that an n = 6 is not enough students to form a formal conclusion. Given that the observed score of 97% > the established benchmark of 70%, this objective is partially met since FSCI 2152 was not offered.

Attached Files

[FSCI2155-SLO-Sp23.pdf](#)

**Improvement Plan/ Changes Made:**

Even though student learning for the six students exceeded the benchmark of 70%, the faculty member felt he could improve by:

**FSCI 2155:** (online) The faculty member noted that one student turned in assignments late and that the other five turned in documents on time thus suggesting time management as noted in past years.

Because the stated improvement plan in the attachment to the progress report discussed student improvement, the Director of IE asked the instructor to name one or two ways that he might improve instruction. He responded with adding more media either using either videos or articles (see attached email below).

Attached Files

[6-15-23-FSCI2155-Impr.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

FES/FST 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FES/FST 22-23 (AAS) Retention**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

**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 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 LSU Eunice Planning and Evaluation Cycle.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2020 to fall 2021 with 85 new first-time

students entering the Associate of Applied Science in Fire and Emergency Services and 51 being retained for one year yielding a retention rate of 60.00% (see Table 1). In addition, one student changed their major; therefore, the corrected n = 84 with the retention = 60.71%

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected 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	
Fa 20 - Fa 21	6	3	1	50.00	60.00
Totals	85	51	1	60.00	60.71

As a result, a retention benchmark of 60.00%-60.71% is set given historical data.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective will examine student retention from fall 2021 to fall 2022. According to Institutional Research, seven (7) new first-time students were admitted into the Fire and Emergency Services Program based on the 14th day census with two (2) students being retained in fall 2022. As a result, the raw retention is 28.57%. According to the Institutional Research data, no students changed their major in the first year.

**Director of IE's note:** Subtracting out the students changing their major is being done for the second 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 to 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 28.57% < the historical retention = 60.00%, this objective was not met.

### **Improvement Plan/ Changes Made:**

Ongoing improvements are as follows:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

### **Attached Files**

- [1-7-6-21-Organizational-Chart.pdf](#)
- [2-2-17-22-Organizational-Chart.pdf](#)
- [6-Retreat-Meeting-Minutes.pdf](#)
- [3-ILLCCReport.pdf](#)
- [4-2022SuccessWithdrawalRates.pdf](#)
- [5-AY21-22DisSuccessData.pdf](#)
- [7-EAB-Navigate-Email-12-21-21.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

FES/FST 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FES/FST 22-23 (AAS/CTS) Employment**

**Objective Number: 2.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

**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:**

Given the time lag between graduation and the data being collected, results are reported one year behind the current planning year. Note that graduates are counted once regardless of the number of credentials they earn with the highest award being the one that is counted. For example, an associate degree is counted and not certificate of technical studies.

Graduating students for a given semester are asked to complete a placement survey at graduation. Students not walking in graduation are then contacted to determine their placement status. Students not participating in graduation 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, the employment continuing education rate is calculated as shown in the file below.

As a result of the changes, the benchmark is currently set at 88.70% from AY 2012-2013 through spring 2021.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were a total of eight graduates in the Associate of Applied Science in Fire and Emergency Services for summer or fall 2021 and spring 2022 with five of them being employed in the field and 3 continuing their education (see Table 1). As indicated, all eight students were contacted.

Table 1. Fire and Emergency Services Placement Rates.

Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	35	9	22	2	0	2
FA 13 - SP 14	33	2	30	0	0	1
FA 14 - SP 15	30	0	21	2	5	2
FA 15 - SP 16	33	1	27	0	1	4
FA 16 - SP 17	22	0	16	0	2	4
SP 18 - SU 18	16	0	16	0	0	0
FA 18 - SP 19	9	0	5	1	0	3
SU 19 - SP 20	11	2	4	0	0	5
SU 20 - SP 21	13	1	5	0	3	4
SU 21 - SP 22	8	0	5	0	3	0
Total	202	15	146	5	11	25
Overall percent of students employed in field or continuing education without those not contacted =						88.70

Given that the observed placement and/or continuing education was 100% > the historical benchmark of 88.70%, this objective is met.

**Improvement Plan/ Changes Made:**

The program coordinator recommends the following (see attached email):

As for improving job placement for graduates of our program, here is a strategy for improving this subject. Even though we are at a 100% job placement rate, and we can't do better than 100%, I would like to notify local departments and also larger departments that do more hiring of our program and the high caliber of graduates who complete graduation requirements. I would also like to say here that the Fire and Emergency Services program can help entry level firefighters, but it is geared more towards currently employed firefighters moving up the managerial ladder.

Attached Files

[FSCI-Plac-Su23.pdf](#)

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

FES/FST 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

***Radiologic Technology (AS)*****RADT 22-23 (AS) Credentialing**

**Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

**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 2022-2023, this objective was met.

For AY 2022-2023, assessing the class of (Spring) 2022, the five-year credentialing pass rate (2018-2022) for the first attempt on the ARRT Board Exam in Radiography was 88% (see attachment 1-Five-year average at the bottom).

The Spring 2022 credentialing pass rate on the first attempt on the ARRT was 91% (20 out of 22 students) (see attachment 2, 3, and 4). Note that 22 students took the exam with a mean scaled score of 83.5 (see attachment 2).

The 2022 national credentialing pass rate for the first attempt on the ARRT was 82.4% (see attachment 4).

JRCERT standards require a five-year credentialing examination pass rate of not less than 75% at first attempt. (see attachment 4 pages 44-45)

Given that the observed value for the five-year average of 88% > the JRCERT benchmark of 75%, this objective is met.

Attachments:

1. 5-year average ARRT Exam Results (Classes of 2018-2022)
2. ARRT Candidate Exam Results Report 2022 and shows a pass rate of 91%
3. ARRT National Comparison Report Class of 2022.
4. JRCERT standards

Attached Files

[5-year average ARRT Exam Results.pdf](#)

[ARRT Candidate Exam Results Report 2022.pdf](#)

[ARRT National Comparison Report .pdf](#)

[JRCERT Standards.pdf](#)

**Improvement Plan/ Changes Made:**

Remediation improvement plan from 2021 improved overall scores and pass rate. Students continue to retake exams if their score is below 77% (minimum passing score). Students also receive remediation prior to the retake exam. See highlighted policy. (see remediation plan highlighted in the attachment below).

Attached Files

[Didactic Attendance Policy.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

RADT 22-23 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**RADT 22-23 (AS) Professional Competency**

**Objective Number: 3.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

**Objective With Intended Outcomes:**

Upon the conclusion of the Radiologic Technology program, students will demonstrate proficiency as an entry level Radiologic Technologist.

Students will demonstrate proficiency in the following:

1. Communication including:

- Establish rapport and maintain professional communication in relationships with staff and colleagues
- Establish rapport and maintain professional communication in relationships with patients and their families
- Properly confirms patient identification and verification
- Explain radiographic procedures in a clear and well-defined manner

2. Dependability, Attendance, and Responsibility of Student including

- Is available and present in designated area
- Is conscientious and resourceful
- Is punctual on a regular basis
- Is regular in attendance

3. Professionalism including:

- Is consistent in following established uniform policy
- Demonstrates professional conduct

4. Initiative of Student including:

- Assumes responsibility; performs routine duties without being asked
- Is enthusiastic, interested, and pursues unfamiliar tasks/procedures
- Is productive for imaging team

5. Attitude of Student including

- Demonstrates confidence when performing routine procedures
- Is able to accept criticism and follow directions
- Is able to use criticism for self-improvement
- Utilizes time to achieve clinical education objectives
- Consistently displays a positive attitude in department

6. Organization, Perseverance, and Quality of Procedures including:

- Is able to complete work in expected time frame
- Demonstrates organization

- Is able to follow through on assigned tasks
- Maintains a clean, orderly, and well-supplied work area
- Is able to adapt to unusual situations or stressful situations in the clinical setting
- Displays adaptability and adjusts to changes in work environment

#### 7. Problem Solving Skills and Critical Thinking including:

- Interpret and carry-out written and verbal communication at appropriate level
- Is able to use sound judgement while functioning in a healthcare setting
- Is able to use sound judgement in performing imaging procedures
- Be able to respond to patients' changing physical conditions independently

#### 8. Clinical Skills of the Student including

- Is able to demonstrate efficient operation of imaging equipment
- Is able to prepare/interpret procedure requisition
- Is able to select correct size/type of image receptor for procedures
- Is able to demonstrate proper exposure factors
- Is able to demonstrate sterile asepsis; applies standard precautions
- Is able to demonstrate radiation protection
- Is able to correctly mark radiographs with "R" and "L" markers
- Is able to demonstrate knowledge and skill in performing procedures learned/applied in previous didactic/clinical courses

#### 9. Competency Exams

- Aggressively pursued competency exams
- Complete required final competency exams for course (12)
- Performs with appropriate level of supervision

#### 10. Student was able to Demonstrate Appropriate Technical Aspects including

- Evaluate image quality: State proper/corrective adjustments
- Select, prepare, and administer contrast media
- Maintain a minimal image repeat rate

In addition, students will demonstrate proficiency in the following for final competency:

#### 1. Performance Criteria

- Physical Facilities Readiness
- Positioning Skills
- Equipment Manipulation
- Evidence of Radiation Protection

## 2. Image Evaluation

- Anatomical Parts
- Proper Alignment
- Technique
- Image/Other Identification

## 3. Decision Making (Critical Thinking and Problem Solving Skills)

- Sufficient Evaluation of Requisition
- Patient Considerations
- Radiation Protection: Practices Sound Judgment
- Image Evaluation

These criteria are based on Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards in Radiologic Technology standards for an accredited educational program in radiography. Assessments are conducted in RADT 2093 (Applied Radiography VI) in Spring 2022.

Attached:

RADT 2093 Course Syllabus

Attached Files

[RADT 2093 Spring 2022 Syllabus.pdf](#)

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

Students are under direct or indirect supervision by 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  $\geq 2$  (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 85% 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 2022-2023, this objective was met.

For AY 2022-2023, students graduating in the Spring 2022 were assessed. The cohort consisted of 22 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 2.95 at midterm and 2.97 at the end of the semester evaluations. This was slightly lower than the class of 2021 for the same course (RADT 2093) achieving a level of 2.98. (22 of 22 students achieved >2) Benchmark met.

##### 2. Dependability, Attendance and Responsibility of Student:

The Class average was 2.88 at midterm and 2.97 at the end of the semester. This was consistent with the Class of 2021 achieving a level of 2 or greater. (22 of 22 students achieved >2) Benchmark met.

##### 3. Professionalism:

The Class Average was 3.0 at midterm and a 3.0 at the end of the semester evaluations. This was slight increase from the Class of 2021 for the same course (RADT 2093) achieving a level of > 2. (22 of 22 students achieved >2) Benchmark met.

#### 4. Initiative of Student:

The Class Average was a 2.98 at midterm and a 3.0 at the end of the semester. This was consistent with the Class of 2021 for the same course achieving a level of > 2. (22 of 22 students achieved 2 or greater) Benchmark met.

#### 5. Attitude of Student:

The Class Average was a 2.93 at midterm and a 2.97 at the end of the semester. This was slightly lower than the Class of 2021 for the same course (RADT 2093) achieving a level of > 2. (22 of 22 students achieved 2 or greater) Benchmark met.

#### 6. Organization/Perseverance/Quality of Procedures:

The Class Average was 2.97 at midterm and 2.95 at the end of the semester. This was slightly higher than the Class of 2021, still achieving a level of > 2. (22 of 22 students achieved 2 or greater) 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 2021 still achieving a level of >2. (22 of 22 students achieved >2) Benchmark met.

#### 8. Clinical Skills of Student:

The Class Average was 2.91 at midterm and 2.97 at the end of the semester. This was an increase from the Class of 2021 still achieving a level of >2. (22 of 22 students achieved 2 or greater) Benchmark met.

#### 9. Competency Exams:

The Class Average was 2.92 at midterm and 2.98 at the end of the semester. This was consistent with the Class of 2021 still achieving a level of > 2. (22 of 22 students achieved 2 or greater) Benchmark met.

#### 10. Student Was Able to Demonstrate Technical Aspects:

The Class Average was 3.0 at midterm and 2.82 at the end of the semester. This data shows an increase from the Class of 2021 and still achieving a level of > 2. (22 of 22 students achieved 2 or greater) Benchmark met.

The Final Competency Evaluation Form Items are based on a scale of 100%. Students must demonstrate knowledge of performance criteria, image evaluation, critical thinking, and problem-solving skills. Students must also achieve a minimum of 85% for each final comp.

Given that the observed average = 2.97 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 99.8%. This was higher than the Class of 2021 having a Class Average of 97% a year ago; both achieving a level of > 85. Benchmark met.

2. Image Evaluation:

The Class Average was 93.1%. This was lower than the Class of 2021 having a Class Average of 97.7 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 98.0. This was consistent with the Class of 2021 average of 98.4 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-RADT 2093 Student Data.pdf](#)

[4-RADT 2093 Final Comp Data.pdf](#)

[2-Sample-Final-Comp-Eval .pdf](#)

[1. RADT 2093 Midterm Evaluation .pdf](#)

**Improvement Plan/ Changes Made:**

Technical aspects continue to improve. Labs are yielding better results. RADT 1012 students have increased image evaluation during labs. Select phantoms are used to help demonstrate corrective actions that need to occur. Scatter production and image quality is also evaluated on test IV.

Course Learning Outcome: Students will understand the principles of scatter by averaging >77% on items designated on Test IV. 91% (22 of 24) students scored at least 77% correct on items designated to principles of Scatter.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

RADT 22-23 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**RADT 22-23 (AS) Retention**

**Objective Number: 3.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

**Objective With Intended Outcomes:**

The program will retain students in accordance with Joint Review Committee on Education in Radiologic Technology (JRCERT) Standards.

Attached Files

[JRCERT-Standard-6-Assessment.pdf](#)

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

Program 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. The 75% is an internal benchmark. JRCERT does not provide a benchmark; however, it requires that effectiveness data be maintained.

- Effectiveness Plan Class of 2022 (see green highlight on page 1)
- JRCERT Standard 6 Assessment (see brown text on pages 44-45)

Attached Files

[Effectiveness Plan Class of 2022.pdf](#)  
[JRCERT Standard 6 Assessment.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, examining the class of 2022, 100% of the cohort completed the program in Spring 2022.

Given that the observed value of 100% for the class of (spring) 2022 > the established benchmark by JRCERT of 75%, this objective is met.

Attached Files

[2-5 Year Program Completion Rate .pdf](#)  
[1-JRCERT-Completion-Calc.pdf](#)  
[3-Program Effectiveness Data 2022.pdf](#)

**Improvement Plan/ Changes Made:**

22 of 22 students completed the program in 2022 resulting in 100% retention. The program will continue to update the Introductory course (RADT 1000) to prepare incoming students for the rigor of the program.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

RADT 22-23 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **RADT 22-23 (AS) Employment**

### **Objective Number: 3.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

### **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.

Attached Files

[JRCERT Standard 6 Assessment.pdf](#)

[JRCERT Rights & Responsibilities of Sponsors.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2022-2023, students who graduated in Spring 2022 were assessed. 100% Job Placement (22 of 22)

Given the observed score for the Class of 2022 = 100% > the JRCERT benchmark = 75%, this objective is met.

Attached Files

[Program Effectiveness Data 2022.pdf](#)

[Program Effectiveness Plan 2022.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.

The program also hosts employers in the spring each year to help students connect with various facilities and available employment.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

RADT 22-23 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Respiratory Care (AS)***

**RC 22-23 (AS) Professional Competency**

**Objective Number: 4.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

**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 have associated student learning outcomes that are assessed at three cognitive levels - Recall, Application, and Analysis - by the NBRC.

Attached Files

[TMC I.E.pdf](#)

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

Each of the outcomes are assessed upon the conclusion of the Respiratory Care Program prior to students becoming licensed. Students register and take the exam with the NBRC online in a supervised environment. Scores are generated for each new student by the NBRC and aggregated by class. The national scores given each year for the exam are the benchmark since it compares the performance of LSUE students to the

national average. TMC Scores by Content Area (see 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 = 6.5 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 = 5.5 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 = 9.9 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 = 2.9 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 = 11.9 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

- [1. TMC Scores by Content Area 21.22 cohort I.E.pdf](#)
- [2. Outcomes Thresholds Grid \(1\). 2020 Standards I.E.pdf](#)

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

For AY 2022-2023, this objective was met.

Data broken out by student learning outcomes follows: LSU Eunice TMC Scores by Content Area (see the "All Candidate Summary" section in attachment 2 below). The purpose of analyzing all 17 components found within topics I, II, and III is 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. All graduates passed the National Board for Respiratory Care's TMC examination with the high cut score (see TMC Graduate Performance in attachment 1 below). The Annual School Report is generated from the National Board for Respiratory Care and provides the program with data outcomes on a 3-year trend. (see Annual School Report in attachment 3 below).

I: Patient data (LSUE = 38.6 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 = 8.3 points > National = 6.5 points)
- B. perform clinical assessment (LSUE = 7.9 points > National = 6.7 points)
- C. perform procedures to gather clinical information (LSUE = 7.9 points > National = 7.8 points)
- D. evaluate procedure results (LSUE = 8.1 points > National = 6.4 points)
- E. recommend diagnostic procedures (LSUE = 6.5 points > National = 5.5 points)

II: Troubleshooting and quality control of devices, and infection control (LSUE 14.6 points > National = 13.3 points)

Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble/troubleshoot devices (LSUE = 10.5 points > National = 9.9 points)
- B. ensure infection prevention (LSUE = 1.6 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 51.2 points > National = 46.1 points)

Student learning outcomes: Upon the conclusion of the program, the student will

- A. maintain a patent airway including the care of artificial airways (LSUE = 7.1 points > National = 6.8 points)
- B. perform airway clearance and lung expansion techniques (LSUE = 3.1 points > National = 2.9 points)
- C. support oxygenation and ventilation (LSUE = 11.3 points > National = 9.7 points)
- D. administer medications and specialty gases (LSUE = 3.3 points > National = 2.7 points)
- E. ensure modifications are made to the respiratory care plan (LSUE = 13.4 points > National 11.9 points)
- F. utilize evidence-based practice (LSUE = 4.5 points > National 4.1 points)
- G. provide respiratory care in high-risk situations (LSUE = 3.6 points > National 3.4 points)
- H. assist a physician/provider in performing procedures (LSUE = 2.9 points > National 2.6 points)
- I. conduct patient and family education (LSUE 2.3 points > National 2.0 points)

For AY 2022-2023, this objective was met.

Attached Files

- [1. TMC Graduate Performance - 21.22 cohort HCS cleared.pdf](#)
- [2. TMC Scores by Content Area 21.22 cohort I.E.pdf](#)
- [3. Annual School Summary I.E. 21.22 cohort.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 and simulations has had very positive outcomes. This includes ensuring the laboratory contains the most up-to-date technology to assist the students with clinical training. The upgraded software applications provide additional material for instruction to be used in course RC 2025, Professional Review Seminar Lab, and RC 2026, Critical Care, and other Related Concepts in Respiratory Care. In August 2021, the Program Director was awarded a 2-year Endowed Professorship which provides \$11,000/year to purchase several new pieces of laboratory equipment and software (see attachment 1. Endowed Professorship Award letter; see attachment 2. Endowed Professorship Purchases below).

**Director of IE's note:** Documentation of Improvement Complete.

Attached Files

- [1-EndowedProf-award.pdf](#)
- [2-EndowedProf-equip-purch 2022.2023 \(3\).pdf](#)

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

RC 22-23 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**RC 22-23 (AS) Retention**

**Objective Number: 4.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

**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 2023 on page 8 below).

Attached Files

- [1. Outcomes Thresholds Grid. 2020 Standards.pdf](#)
- [2. CoARC Annual Report 2023. yr. 2021.2022 cohort.pdf](#)

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

For AY 2021-2022 examining the class entering AY 2020-2021, this objective was met.

For AY 2022-2023, examining the data from the class of December 2022, the LSU Eunice Respiratory Care cohort consisted of 18 new students. The cohort lost a total of 7 students due to academic reasons. However, one of those students has re-entered the 2022-2023 cohort and plans to graduate in December 2023. The remaining 4 students withdrew due to non-academic reasons which do not account for attrition. Therefore, the retention for AY 2021-2022 was 67%. (See attachment 1. RCS Report CoARC Annual Report 2023 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 below).

Given the observed 3-year average (2020-2022) is 83% > CoARC's established retention of 70%, this objective was met.

Attached Files

[1. CoARC Annual Report 2023. yr. 2021.2022 cohort.pdf](#)

[2. Thresholds-Grid-20 \(1\).pdf](#)

#### **Improvement Plan/ Changes Made:**

The Respiratory Care faculty have decided to capture at-risk students earlier than in previous years. For example, the lowest passing grade for all Respiratory Care courses is 77%. The faculty have placed on all syllabi that the student must seek remediation from the faculty for any exam that scores less than 80%. The reason is to allow the student more time to understand difficult concepts rather than waiting until the student's grade is too close to failure before seeking assistance, thereby allowing a more favorable outcome. (see attachment RC 2014 syllabus page 2 below).

**Director of IE's Note:** Documentation of Improvement is complete.

Attached Files

[LSU Eunice Syllabus RC 2014 Fall 2023 revised.pdf](#)

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

##### **RELATED ITEM LEVEL 1**

RC 22-23 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

##### **RELATED ITEM LEVEL 2**

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

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

**RC 22-23 (AS) Employment****Objective Number: 4.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

**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 2022-page 50 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%. (See 4. CoARC Thresholds Grid)

**Attached Files**[1. CoARC-Entry-Standards 2022.pdf](#)[2. CoARC-Employer-Survey-Entry.pdf](#)[3. CoARC-Graduate-Survey-Entry.pdf](#)[4. Thresholds-Grid-20 \(1\).pdf](#)**Assessment/Evaluation Results (Progress Report):**

For AY 2021-2022, this objective was met.

For AY 2022-2023, the class of December 2022 was examined consisting of 7 graduates. All 7 (100%) have successfully sought employment by either full-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 file 1. CoARC Employer Survey; See file 2. CoARC Graduate Survey; See 3. CoARC Annual Report 2023 page 8)

Due to the Covid pandemic, the surrounding areas including the state of Louisiana remain in great need of Respiratory Therapists. The demand is spreading into all areas of patient care such as home care, pulmonary rehabilitation, and long-term care health facilities.

For AY 2021-2022, given that the assessed value of 100% > the internal benchmark of 70%, this objective is met.

#### Attached Files

- [1. CoARC Employer Survey complete. no name.pdf](#)
- [2. CoARC Graduate Survey complete. no name.pdf](#)
- [3. CoARC Annual Report 2023. yr. 2021.2022 cohort.pdf](#)

#### **Improvement Plan/ Changes Made:**

The program will continue to 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 attend an appointment with any of the clinical sites for peer interviews, a usual requirement for employment.

The program also welcomes several hospitals from around the state to visit the campus to host a recruitment luncheon for the students as they near graduation. This allows an opportunity for the students to have a variety of options to choose from when they seek employment (See attachments below).

#### Attached Files

- [Recruitment docs Our Lady of the Lake Nov. 2022.pdf](#)
- [Recruitment doc. Iberia Medical Nov. 2022.pdf](#)

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

##### **RELATED ITEM LEVEL 1**

RC 22-23 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Surgical Technology (AS)***

**ST 22-23 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam**

**Objective Number: 11.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Surgical Technology (AS)

**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 (see attached document below):

I. PERIOPERATIVE CARE (91 items)

#### A. Preoperative Preparation (18 items)

1. Review surgeon's preference card.
2. Verify availability of surgery equipment (e.g., reserve equipment for surgery).
3. Don personal protective equipment.
4. Utilize preoperative documentation (e.g., informed consent, advanced directives, allergies, laboratory results).
5. Consider patient needs (e.g., bariatrics, geriatrics, pediatrics, immunocompromised, patient allergies).
6. Prepare the operating room environment (e.g., temperature, lights, suction, wiping down the room and furniture).
7. Coordinate additional equipment (e.g., bovie pad, pneumatic tourniquet, sequential compression devices, thermoregulatory devices, positioning devices).
8. Obtain instruments and supplies needed for surgery.
9. Perform medical hand wash.
10. Check package integrity of sterile supplies.
11. Open sterile supplies/instruments while maintaining aseptic technique.
12. Perform surgical scrub (e.g., initial, waterless).
13. Don gown and gloves.
14. Assemble and set up sterile instruments and supplies for surgical procedures.
15. Transport the patient to and from operating room.
16. Transfer patient to operating room table.
17. Apply patient safety devices (e.g., bovie pad, safety strap, protective padding, x-ray safety).
18. Apply patient monitoring devices as directed.
19. Participate in positioning the patient.
20. Prepare surgical site (e.g., hair removal, surgical preparation).
21. Gown and glove sterile team members.
22. Participate in draping the patient.
23. Secure cords/tubing to drapes and apply light handles.
24. Drape specialty equipment (e.g., c-arm, Da Vinci, microscope).
25. Participate in Universal Protocol (Time Out).

#### B. Intraoperative Procedures (61 items)

1. Maintain aseptic technique throughout the procedure.
2. Follow Standard and Universal Precautions.
3. Anticipate the steps of surgical procedures.
4. Perform counts with circulator at appropriate intervals.
5. Verify, receive, mix, and label all medications and solutions.

6. Provide intraoperative assistance under the direction of the surgeon.
7. Identify different types of operative incisions.
8. Identify instruments by:
  - a. function.
  - b. application.
  - c. classification.
9. Assemble, test, operate, and disassemble specialty equipment:
  - a. microscopes.
  - b. computer navigation systems.
  - c. thermal technology.
  - d. laser technology (e.g., helium, argon, CO2 beam coagulators).
  - e. ultrasound technology (e.g., harmonic scalpel, phacoemulsification).
  - f. endoscopic technology.
  - g. power equipment.
10. Assemble and maintain retractors.
11. Pass instruments and supplies.
12. Identify appropriate usage of sutures/needles and stapling devices.
13. Prepare, pass, and cut suture material as directed.
14. Provide assistance with stapling devices.
15. Differentiate among the various methods and applications of hemostasis (e.g., mechanical, thermal, chemical).
16. Irrigate, suction, and sponge operative site.
17. Monitor medication and solution use.
18. Verify with surgeon the correct type and/or size of specialty specific implantable items.
19. Prepare bone and tissue grafts (e.g., allograft, autograft, synthetic).
20. Verify, prepare, and label specimen(s).
21. Prepare drains, catheters, and tubing for insertion.
22. Observe patient's intraoperative status (e.g., monitor color of blood, blood loss, patient position).
23. Perform appropriate actions during an emergency.
24. Initiate preventative actions in potentially harmful situations.
25. Connect and activate drains to suction apparatus.
26. Prepare dressings and wound site.
27. Assist in the application of casts, splints, braces, and similar devices.

### C. Postoperative Procedures (12 items)

1. Report medication and solution amount used.
2. Participate in case debrief.
3. Remove drapes and other equipment (e.g., suction, cautery, instrumentation, nondisposable items) from patient.
4. Report abnormal postoperative findings (e.g., bleeding at surgical site, hematoma, rash).
5. Dispose of contaminated waste and drapes after surgery 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 on the attached).

Attached Files

[ARCSTSA-Outcomes-Policy-final.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective was met. 12 students sat for the NBSTSA CST exam, and 11 students passed on the first attempt, 92% pass rate, exceeding the benchmark of 70%. As a result, this objective is met. The student that failed the exam on the first attempt took the exam again on 9/1/2023 and passed on the second attempt. This is noted on the attached spreadsheet (line 2) and is listed as a second attempt.

Attached Files

[School Score Report IE.pdf](#)

**Improvement Plan/ Changes Made:**

The program will purchase a subscription to Board Vitals for each student in the upcoming cohort. Board Vitals is an online software that has a review specifically for the Certified Surgical technology exam administered by the National Board of Surgical Technology and Surgical Assisting. The program will also continue to administer seven (7) practice exams in the final semester of the program, as well as provide the students with access to KaHoot with practice exams uploaded into the software.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**ST 22-23 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program**

Goal Number: 11

Start: 11/1/2022

End: 10/31/2023

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.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ST 22-23 (AAS) Professional Competency based on Clinical Results**

**Objective Number: 11.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Surgical Technology (AS)

**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](#)
- [SURT 1103 Clinic I 2023.pdf](#)

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

Students are directly assessed by the clinical instructor twice in the final semester using a rubric. The students are also directly assessed by the clinical preceptor daily and these observations/evaluations are factored into the student's final course grade. Each of the outcomes are broken out into specific tasks that are required of students.

Benchmark = 77%. This benchmark is developed by the division of health sciences and is more stringent to hold students to a higher standard due to the fact that they are in direct contact with patients in a hospital.

The final instructor clinical evaluation will be used to determine competency.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective was met.

Twelve students progressed from the spring 2023 to summer 2023 semester (final semester). All twelve students successfully completed SURT 2203 Surgical Technology Practicum III (clinic) with a minimum grade of 77% "C". The attached document is an example of several final clinical evaluations with student information redacted. See the below grade distribution.

A - 4  
B - 7  
C - 1

Given that all students successfully completed the courses, this objective is met.

## Attached Files

[Class of 23 final evals \(redacted\).pdf](#)

**Improvement Plan/ Changes Made:**

While this objective was met with 100% passing grades in the final clinical semester, an improvement plan will be put in place to increase the overall performance in the clinical grades.

**Director of IE's note:** Specific details and appropriate documentation will be needed in 2024.

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

ST 22-23 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2022

End: 10/31/2023

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.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ST 22-23 (AAS) Retention (Graduation) Rate**

**Objective Number: 11.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Surgical Technology (AS)

**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 2021-2022, this objective was not met. Evidence of improvement plans from last year is contained in the files below - open houses and email on the status of the expansion (delayed). **Director of IE's note:** Improvement plan from AY 2021-2022 is complete.

For AY 2022-2023, this objective was met. 14 students were admitted into the cohort and 12 students graduated, resulting in an 85.7% retention rate. Data is reflected on the class of 2023 outcomes tracking tool attachment.

Given that the observed value of 85.7% > the established benchmark of 60%, this objective is met.

Attached Files

[SURT-EMDocs-6-27-23.pdf](#)

[SURT-CaFair-SP23.pdf](#)

[SURT-OH-Fa22.pdf](#)

[SURT-Boot-Flyer-SU23.pdf](#)

[Class of 2023 Outcomes-Tracking-Tool IE.pdf](#)

**Improvement Plan/ Changes Made:**

The program will continue to hold boot camps, open houses, career fairs, and an annual orientation session to ensure that students are prepared for the rigor of the critical content of the program.

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

ST 22-23 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2022

End: 10/31/2023

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.

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
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4. Culture of Continuous Improvement

**ST 22-23 (AAS) Employment**

**Objective Number: 11.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Surgical Technology (AS)

**Objective With Intended Outcomes:**

Surgical Technology students will be employed in a related field within 12 months of graduation.

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

The 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 2021-2022, this objective was met.

For AY 2022-2023, all 12 graduates are employed as certified surgical technologists (CST's) in community hospitals within one (1) month of program completion. This objective was met; 100% employment rate within one month of program completion.

Attached Files

[Class of 2023 Outcomes-Tracking-Tool IE.pdf](#)

**Improvement Plan/ Changes Made:**

The program will continue to host hospital Human Resources team members and operating room team members to visit with students on campus. Hospitals regularly visit to discuss job opportunities, pay, sign on bonuses, benefits, on call, holiday, and weekend requirements, etc.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ST 22-23 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2022

End: 10/31/2023

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.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Dual enrollment and LSU Eunice Academy

### **DEAC 22-23 Increase Enrollment**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Dual enrollment and LSU Eunice Academy

#### **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:**

**Old strategy:** 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).

**New Strategy:** This will be based on Fall semester head count for all Dual Enrollment students that includes the Academy Students (Need to determine historical benchmark).

**Rationale:** The old objectives referred to two different metrics - student count and credit hours. It also included just the Academy students.

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

For AY 2022-2023, this objective was not completed due to reaffirmation.

For AY 2022-2023, this objective is delayed due to reaffirmation; however, it is being updated to include all dual enrollment students. This will result in the elimination of goal 2 and objective 2.1.

#### **Improvement Plan/ Changes Made:**

Recruitment events will be increased at local high schools as well as at state and district events.

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

##### **RELATED ITEM LEVEL 1**

DEAC 22-23 Maintain an effective LSUE Academy (NOTE: Will be changed to dual enrollment to cover all students in the program)

Goal Number: 1

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Delayed  
 Provided By: Dual enrollment and LSU Eunice Academy  
 Budget Information: budget currently exists (none)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**DEAC 22-23 Assessment of Incoming Students**

**Objective Number: 1.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Canceled  
 Provided By: Dual enrollment and LSU Eunice Academy

**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 2022-2023 (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 2021-2022, this objective was met.

For AY 2022-2023, this objective is being cancelled as noted above.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

DEAC 22-23 Maintain an effective LSUE Academy (NOTE: Will be changed to dual enrollment to cover all students in the program)

**Goal Number:** 1

**Start:** 11/1/2022

**End:** 10/31/2023

**Progress:** Delayed

**Provided By:** Dual enrollment and LSU Eunice Academy

**Budget Information:** budget currently exists (none)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## DEAC 22-23 LSUE Academy Fall to Spring Retention

### Objective Number: 1.3

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Dual enrollment and LSU Eunice Academy

### 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  $\pm 2$  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):

**Rationale for cancelling** - This objective only accounts for a portion of dual enrollment students and only tracks for one semester and not an academic year.

### Improvement Plan/ Changes Made:

n/a

### RELATED ITEMS-----

#### RELATED ITEM LEVEL 1

DEAC 22-23 Maintain an effective LSUE Academy (NOTE: Will be changed to dual enrollment to cover all students in the program)

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**DEAC 22-23 LSUE Academy Fall to Fall Retention**

**Objective Number: 1.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

**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 2021-2022, this objective was not met.

For AY 2022-2023, this objective was not completed due to reaffirmation.

**Improvement Plan/ Changes Made:**

NA

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

DEAC 22-23 Maintain an effective LSUE Academy (NOTE: Will be changed to dual enrollment to cover all students in the program)

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**DEAC 22-23 Compare New FF Academy Students GPA to new FF LSUE Students GPA (will be changed to dual enrollment students)**

**Objective Number: 1.5**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

**Objective With Intended Outcomes:**

New Objective: Dual enrollment students overall grade point averages (GPAs) will equal or exceed the GPAs of new first-time students.

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

**Rationale:** The new Director desires to compare the GPAs of all dual enrollment students to new first-time students. Dual enrollment students are not considered as "first-time" by state policies because they have not yet graduated from high school.

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

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 dual enrollment.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to reaffirmation.

**Improvement Plan/ Changes Made:**

NA

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

DEAC 22-23 Maintain an effective LSUE Academy (NOTE: Will be changed to dual enrollment to cover all students in the program)

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## DEAC 22-23 Increase Enrollment of Dual Enrollment students

### Objective Number: 2.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Dual enrollment and LSU Eunice Academy

### Objective With Intended Outcomes:

The LSUE Dual Enrollment Program will increase student enrollment over the historical mean fall enrollment.

**Director of IE's Note:** This objective will become the basis for objective 1.1 in AY 2024-2025.

### Assessment/Evaluation/Measures/Strategies:

**Old Strategy:** 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).

**New Strategy:** This will be based on Fall semester head count for Dual Enrollment students (Need to determine historical benchmark)

**Rationale:** The old objective referred to two different metrics - student count and credit hours.

### Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed to reaffirmation.

### Improvement Plan/ Changes Made:

n/a

### RELATED ITEMS-----

RELATED ITEM LEVEL 1

DEAC 22-23 Maintain an effective Dual Enrollment program -cancelling and combining with Goal 1

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **Federal/State Grants and Contracts**

#### **GRAN 22-23 Grant Training**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

#### **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% of faculty members.

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

For AY 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed due to the position being vacant.

**Improvement Plan/ Changes Made:**

none

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

GRAN 22-23 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**GRAN 22-23 Grant Submissions**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

**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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed due to the position being vacant.

**Improvement Plan/ Changes Made:**

n/a

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

GRAN 22-23 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**GRAN 22-23 Perkins CTE Grant**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

**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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed due to the position being vacant.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

GRAN 22-23 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Improvement

**GRAN 22-23 Grant Guidelines**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

**Objective With Intended Outcomes:**

Recipients of public and private grants 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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed due to the position being vacant.

**Improvement Plan/ Changes Made:**

n/a

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

GRAN 22-23 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts  
Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**GRAN 22-23 Adherence to Grant Guidelines**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

**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 2021-2022, this objective was delayed due to vacancy.

For AY 2022-2023, this objective was delayed due to the position being vacant.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

GRAN 22-23 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state,

system, and institutional policy.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **Library and Student Support Services**

#### **LIB 22-23 Faculty Satisfaction with the Library**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

#### **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 uses 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
2022	3.8	4.6	4.20	34
weighted means	3.86	4.50	4.18	215

Meeting or exceeding the mean of 4.18 OR meeting the value for "agree" (4.00) overall will be considered as meeting this objective.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.7%) of the 58 faculty responded to the survey in April 2023 (see attached PDF below). The results were:

- $\bar{x}_{20} = 3.80$  with 2 responding n/a
- $\bar{x}_{46} = 4.50$  with 1 responding n/a
- $\bar{x}_{\text{simple}} = 4.15$ .

As indicated by the scores, the faculty were torn between undecided and agree about resources and services; however, they agreed that the library staff was helpful.

Given that the observed combined score of 4.15 > agreed or 4.00, this objective is met (even though it did not meet the 4.18).

Attached Files

[Faculty Survey Sp 2023 Library.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 2022-2023, the library intended to work with faculty to identify, create, or modify course resources to provide free and/or low-cost materials to students. However, there were no textbooks selected by faculty this year that were included in the LOUIS Curriculum Driven Acquisitions (CDA) program. The library will continue this work into the following year.

For AY 2023-2024, the library will work on updating LibGuides to include a page for each program LSU Eunice offers and encourage the faculty to refer students to it.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

LIB 22-23 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**LIB 22-23 Staff Satisfaction with the Library****Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

**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).

Table 1. Historical Values for Staff Satisfaction with the Library.				
Spring	Q17	Q39	Mean	n
2014	3.8	4.1	3.95	73
2015	3.5	3.8	3.65	46
2016	3.7	4.0	3.85	43
2017	3.8	4.0	3.90	52
2018	3.8	4.1	3.95	40
2019	3.9	4.2	4.05	27
2020	4.2	4.4	4.30	44
2021	4.1	4.5	4.30	43
2022	4.0	4.2	4.10	50
weighted means	3.86	4.14	4.00	418

Meeting or exceeding the historical benchmark of 4.00 OR the value for "agree" (which is also 4.00) is considered as successful.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.7%) of the 31 staff members responded to the survey in April 2023 (see attached PDF below). The results were:

- $\bar{x}_{17} = 4.10$  with 3 responding n/a
- $\bar{x}_{39} = 4.30$  with 4 responding n/a
- $\bar{x}_{\text{simple}} = 4.2$ .

As indicated by the scores, the staff agreed that resources and services were adequate. They also agreed that the library staff was helpful.

Given that the observed combined observed score of 4.20 > agreed or 4.00, this objective is met.

Attached Files

[Staff Survey Sp 2023 Library.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.

During AY 2022-2023, the library intended to continue the collaboration with Continuing Education (CE) to host more book club sessions, but there was a staffing shortage in CE, so it became unfeasible. The library did host the first Cajun Prairie Author Expo, which several staff attended.

For AY 2023-2024, the book club will return with the group reading *Where the Crawdads Sing*, followed by a showing of the movie adaptation. Additionally, there are plans for the second annual Cajun Prairie Author Expo in Spring 2024.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

LIB 22-23 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**LIB 22-23 Student Satisfaction with the Library**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

**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 2023 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 2022-2023, 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 2023 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;
- Spring 2021 was 6.09, and
- Spring 2022 was 6.14

The simple mean is 6.05.

#### 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). The overall scores were:

- All Sites: #6 = 6.32, #43 = 6.31,  $\bar{x}$  = 6.32 (n = 419)
- LSUE: #6 = 6.35, #43 = 6.26,  $\bar{x}$  = 6.31 (n = 224)
- LSUA: #6 = 6.33, #43 = 6.00,  $\bar{x}$  = 6.17 (**n = 4**). Note: With an n = 6, there is likely quite a bit of sampling error in the data with the means of the sample not being 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 = 6.08, #43 = 6.10,  $\bar{x}$  = 6.09 (n = 19). Same note as LSUA - caution is urged in interpreting the data given the low n.
- Both 8-week and 16-week Online: #6 = 6.31, #43 = 6.40,  $\bar{x}$  = 6.36 (n = 121)
- Ochsner Lafayette General Orthopedic Hospital: #6 = 6.30, #43 = 6.82,  $\bar{x}$  = 6.56 (n = 15). 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 observed mean = 6.32 > the historical benchmark = 6.05, 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 and engage the students.

During AY 2022-2023, the library has secured 200 copies of the required supplemental reading book for students in University Studies. Other engagement activities include the opportunity for students to participate in a campus book read followed by a viewing of the movie rendition of the novel.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

LIB 22-23 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**LIB 22-23 Increase the Number of Library Visits**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023  
 Progress: Delayed  
 Provided By: Library and Student Support Services

**Objective With Intended Outcomes:**

Library traffic will increase.

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

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 2021-2022, this objective was not met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

LIB 22-23 Library Patron Usage and Traffic will Increase

Goal Number: 2  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Delayed  
 Provided By: Library and Student Support Services  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**LIB 22-23 Increase the Number of Items Circulated**

**Objective Number: 2.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Delayed  
 Provided By: Library and Student Support Services

**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 2021-2022, this objective was not met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

LIB 22-23 Library Patron Usage and Traffic will Increase

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Library and Student Support Services

Budget Information: none (existing)

**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

- 3. Expand Partnerships
- 4. Culture of Continuous Improvement

### **LIB 22-23 Increase the number of Bibliographic Instructional Sessions**

**Objective Number: 3.1**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Delayed**

**Provided By: Library and Student Support Services**

#### **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 2021-2022, this objective was not met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

#### **Improvement Plan/ Changes Made:**

n/a

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

LIB 22-23 The Library will provide guidance and instruction in library skills and information literacy.

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Library and Student Support Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**LIB 22-23 Bibliographic Instruction****Objective Number: 4.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Library and Student Support Services

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

## ***Academic Advising***

### **ACAD 22-23 Create a more structured and thorough advisor training program**

**Objective Number:** 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Academic Advising

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

ACAD 22-23 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Academic Advising

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ACAD 22-23 Student Satisfaction with Academic Advising**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Academic Advising

**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 2023 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 2022-2023, 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 five questions.

3. My academic advisor is available when I need help ( $\bar{x}_{\text{national}} = 5.89$ ).

14. My academic advisor is knowledgeable about my program requirements ( $\bar{x}_{\text{national}} = 6.07$ ).

16. My advisor helps me apply my program of study to career goals ( $\bar{x}_{\text{national}} = 5.90$ ).

22. My academic advisor is knowledgeable about transfer requirements of other schools ( $\bar{x}_{\text{national}} = 5.88$ ).

35. I receive ongoing feedback about progress toward my academic goals ( $\bar{x}_{\text{national}} = 5.66$ ).

$\bar{x}_{\text{combined}} = 5.81$

n = 59,057

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.

Note that this objective assesses all advising both faculty and the advising center for new first-time students. As a result, it is duplicated in Academic Affairs Advising-Student, Objective 1.2.

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 2021-2022, this objective was met.

For AY 2022-2023, there were 419 (15.0%) response out of 2,790 students based on the census day for spring 2023. Students at each site scored their satisfaction with the various questions above the national mean at all sites (which has never happened before). As Table 1 indicates (see attachment below), students at the LSU Eunice site scored their overall satisfaction a 5.944 while students at the LSU Alexandria site scored it a 6.332 (keeping in mind an n = 4). Students at the high school dual enrollment sites scored their satisfaction a 6.120, online students scored it a 6.328, and the Ochsner Lafayette General Orthopedic Hospital students scored it a 6.486.

Table 1. Student Satisfaction with Academic Advising AY 2022-2023 Based on RNL Likert Scale.

Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	5.89	6.07	5.94	6.00	6.06	6.35	6.31
14	6.07	6.25	6.10	6.33	6.14	6.46	6.58
16	5.90	6.09	5.95	6.33	6.08	6.37	6.50
22	5.88	6.19	6.00	7.00	6.50	6.47	6.50
35	5.66	5.86	5.73	6.00	5.82	5.99	6.54
Means	5.880	6.092	5.944	6.332	6.120	6.328	6.486
n	59057	419	224	4	19	121	15

Given that the overall observed mean satisfaction = 6.092 > the national mean satisfaction = 5.880, this objective is met. Note that the 6.092 is an increase from the 5.87 in AY 2021-2022.

Attached Files

[NL-SequentialSite Academic Advising.pdf](#)

**Improvement Plan/ Changes Made:**

This objective should be monitored given the changes in pathways and corequisite courses beginning summer 2023. In addition, the faculty and staff should be congratulated for their hard work.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ACAD 22-23 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Academic Advising

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Career Services***

**CARSE 22-23 Career Decision Making**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023  
 Progress: Delayed  
 Provided By: Career Services

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CARSE 22-23 To assist students in declaring a major.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Career Services

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **CARSE 22-23 Student Satisfaction with Career Services**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Career Services

### **Objective With Intended Outcomes:**

New Objective: Students will be satisfied with the career services available at LSU Eunice.

Old Objective: Students will be satisfied with the career information and placement services available at LSU Eunice.

Rationale: (Director of IE) The words placement services were removed so the objective could not be confused with the new student placement services and testing.

### **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 2023 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 2022-2023, 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 2022-2023, 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 fourth iteration of this outcome, success (benchmark) is  $\geq$  the national average (in this case = 5.91).

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 2023. The word "tentatively" is used as this is the fourth 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 2021-2022, this objective was met.

For AY 2022-2023, the RNL survey was sent out electronically in April 2023 through an email from the Dean of Student Affairs. In all, 419 (15.0%) of the 2,790 students registered for spring on the census date responded.

In terms of satisfaction, students scored career services in the following manner (see the attached PDF below):

- $\bar{x}_{\text{overall}} = 6.12$ ,  $n = 419$ .
- $\bar{x}_{\text{LSUE face-to-face}} = 6.04$ ,  $n = 224$ .
- $\bar{x}_{\text{LSUA face-to-face}} = 7.00$ ,  $n = 4$ .

- $\bar{X}$ high school dual enrollment sites < 50% of a program = 5.64, n = 19.
- $\bar{X}$ 8 & 16-week online = 6.19, n = 121.
- $\bar{X}$ Ochsner Lafayette General Orthopedic Hospital = 6.67, n = 15.

As indicated, students at all sites except high school dual enrollment students < 50% of a program exceeded the tentative benchmark of 5.91. Scores greater than or equal to 6.00 indicate that students were satisfied. The mean for high school dual enrollment students scored was 5.64 indicating they were somewhat satisfied.

Given that the overall observed score of 6.12 > the national average of 5.91 and 6.00 (satisfied), this objective is met.

Attached Files

[NL-Sequential Site Career Services.pdf](#)

#### **Improvement Plan/ Changes Made:**

The primary reason for the high school dual enrollment score may rest with the fact that the former director left. A new director was hired. As a result, there was a period of time that LSU Eunice was without a Director of Dual Enrollment and the Academy. As a result, there was a gap in advising with other personnel filling in temporarily. The new director, a former high school principal, took her first year learning the job and procedures. It is recommended that this objective be monitored as she makes further changes in the dual enrollment program to satisfy student needs.

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

##### **RELATED ITEM LEVEL 1**

CARSE 22-23 To assist students in declaring a major.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Career Services

Budget Information: None (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ***Disability Services***

### **DISA 22-23 Disability Services - Student Satisfaction**

#### **Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Disability Services

#### **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:**

**Old Methodology:** The objective will be met if the Coordinator for Disability Services participates in 90% of the orientation events.

**New Methodology:** 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 2023 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 2022-2023, 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 2022-2023, question #47 will be used to assess student satisfaction "If used, how satisfied were you with the process of requesting/receiving accommodations through disability services". Note that there is no national benchmark because this is a local item.

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 first iteration of this outcome, success (benchmark) is  $\bar{x} \geq 6.00$  which indicates satisfaction.

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 2021-2022, this objective did not exist.

For AY 2022-2023, the RNL survey was sent out electronically in April 2023 through an email from the Dean of Student Affairs. In all, 419 (15.0%) of the 2,790 students registered for spring on the census date responded.

In terms of satisfaction, students scored disability services in the following manner (see the attached PDF below):

- $\bar{x}_{\text{overall}} = 6.36$ ,  $n = 419$ .
- $\bar{x}_{\text{LSUE face-to-face}} = 6.29$ ,  $n = 224$ .
- $\bar{x}_{\text{LSUA face-to-face}} = 6.00$ ,  $n = 4$ .

- $\bar{X}$ high school dual enrollment sites < 50% of a program = 6.20, n = 19.
- $\bar{X}$ 8 & 16-week online = 6.59, n = 121.
- $\bar{X}$ Ochsner Lafayette General Orthopedic Hospital = 6.67, n = 15.

As indicated, students at all sites scored the question with an overall mean of 6.36.

Given that the overall observed mean of  $6.36 \geq 6.00$  (satisfied), this objective is met.

Attached Files

[NL-Sequential Site Disability Services.pdf](#)

#### **Improvement Plan/ Changes Made:**

The Executive Director of the Library and Student Support Services along with the Director of IE recommend monitoring this objective for the time being as it is the first iteration.

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

##### **RELATED ITEM LEVEL 1**

DISA 22-23 Expand campus outreach efforts on services available for students with disabilities

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Disability Services

Budget Information: None (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### ***Pathways to Success***

#### **PWAY 22-23 Program Completion**

**Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Pathways to Success

**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.

**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 those students complete 40.4% of 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

PWAY 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Pathways to Success

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**PWAY 22-23 Fall to Spring Retention**

**Objective Number: 3.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Pathways to Success

**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 2021 to spring 2022 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.

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
Fa 21 - Sp 22	187	131	70.05
Totals	3607	2701	74.88

The fall 2004 to spring 2005 through fall 2021 to spring 2022 data generates 74.88%. Meeting or exceeding 74.88% will constitute success.

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

For AY 2021-2022, this objective was not met. See the extensive improvement plan in AY 2021-2022.

For AY 2022-2023, retention data was examined from fall 2022 to spring 2023.

- LSUA: 7 new first-time students entered in fall 2022 with 5 (71.4%) being retained to spring 2023,
- LSUE: 152 new first-time students entered in fall 2022 with 109 (71.7%) being retained to spring 2023, and
- Overall: 159 new first-time students entered in fall 2022 with 114 (71.7%) being retained to spring 2023.

Given that the observed retention of 71.7% < the historical benchmark of 74.88%, this objective is not met.

**Improvement Plan/ Changes Made:**

While the objective was not met, the difference between the benchmark and observed values was reduced:

- Fall 2021 to Spring 2022 benchmark was 75.15 compared to observed of 70.7 for a difference of 5.05 percentage points.
- Fall 2022 to Spring 2023 benchmark was 74.88 compared to observed of 71.7 for a difference of 3.18 percentage points.

That said, the decrease in difference between observed and benchmark seems to indicate that the changes implemented during spring 2022 are beginning to work. They were:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),

- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

#### Attached Files

[1-7-6-21-Organizational-Chart.pdf](#)

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

[3-ILLCCReport.pdf](#)

[5-AY21-22DisSuccessData.pdf](#)

[6-Retreat-Meeting-Minutes.pdf](#)

[4-2022SuccessWithdrawalRates.pdf](#)

[7-EAB-Navigate-Email-12-21-21.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

PWAY 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Pathways to Success

Budget Information: None (existing)

##### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

**PWAY 22-23 Fall to Fall Retention****Objective Number: 3.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Pathways to Success

**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 2020 to fall 2021 (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
Fa 20 - Fa 21	248	90	36.29
Totals	3420	1538	44.97

Meeting or exceeding the 44.97% will constitute success.

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

For AY 2021-2022, this objective was not met. Please see the extensive improvement plan in AY 2021-2022.

For AY 2022-2023, fall 2021 to fall 2022 retention is being examined.

- LSUA: There were 13 students admitted for fall 2021 with 5 (38.46%) being retained to fall 2022,
- LSUE: There were 174 students admitted for fall 2021 with 66 (37.93%) retained to fall 2022, and
- Overall, there were 187 students admitted for fall 2021 with 74 (39.57%) retained to fall 2022.

The current 39.57% retention for fall 2021 to fall 2022 is an incremental increase over the 36.3% from fall 2020 to fall 2021 that was the lowest one-year retention since the program began in 2004.

Given that the observed retention of 39.6% < the historical benchmark of 44.97%, this objective is not met.

### **Improvement Plan/ Changes Made:**

Much like the other retention objectives, there is some positive news despite not being met and that is that

- For fall 2020 to fall 2021; Benchmark = 45.65%; Observed = 36.3% for a difference of 9.35 percentage points.
- For fall 2021 to fall 2022; Benchmark = 44.97%; Observed = 39.6% for a difference of 5.37 percentage points.

That said, the decrease in difference between observed and benchmark seems to indicate that the changes implemented during spring 2022 are beginning to work. They were:

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).
- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

#### Attached Files

[1-7-6-21-Organizational-Chart.pdf](#)

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

[4-2022SuccessWithdrawalRates.pdf](#)

[5-AY21-22DisSuccessData.pdf](#)

[3-ILLCCReport.pdf](#)

[6-Retreat-Meeting-Minutes.pdf](#)

[7-EAB-Navigate-Email-12-21-21.pdf](#)

[8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

PWAY 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Pathways to Success

Budget Information: None (existing)

##### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

### *Tutoring*

#### **TUTR 22-23 Student Satisfaction with Tutoring**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Tutoring

**Objective With Intended Outcomes:**

Students will be satisfied with the tutoring services offered through the on-campus peer Tutoring Center and the online NetTutor tutoring service. (Note that NetTutor replaced SmartThinking in February 2023.)

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

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2023 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 2022-2023, 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 2023 are (see left column of the Tutoring NL... attachment below in the Progress Report)

- 27. National Mean Score = 6.14
- 28. National Mean Score = 6.25
- Overall simple mean = 6.195

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the RNL survey was sent out electronically in April 2023 through an email from the Dean of Student Affairs. In all, 419 (15.0%) of the 2,790 students registered for spring on the census date responded (see attached below).

In terms of satisfaction, students scored tutoring in the following manner:

- Overall  $\bar{x}_{27} = 6.39$ ,  $\bar{x}_{28} = 6.41$ ,  $\bar{x}_{\text{both}} = 6.40$ ,  $n = 419$
- LSU Eunice face-to-face site  $\bar{x}_{27} = 6.39$ ,  $\bar{x}_{28} = 6.37$ ,  $\bar{x}_{\text{both}} = 6.38$ ,  $n = 224$
- LSU Alexandria face-to-face site  $\bar{x}_{27} = 7.00$ ,  $\bar{x}_{28} = 7.00$ ,  $\bar{x}_{\text{both}} = 7.00$ ,  $n = 4$
- Dual enrollment sites < 50% of a program  $\bar{x}_{27} = 6.70$ ,  $\bar{x}_{28} = 6.31$ ,  $\bar{x}_{\text{both}} = 6.505$ ,  $n = 19$
- 8-week and 16-week online  $\bar{x}_{27} = 6.31$ ,  $\bar{x}_{28} = 6.41$ ,  $\bar{x}_{\text{both}} = 6.36$ ,  $n = 121$
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}_{27} = 6.20$ ,  $\bar{x}_{28} = 6.42$ ,  $\bar{x}_{\text{both}} = 6.31$ ,  $n = 15$

The data from all sites indicates that the students were satisfied with tutoring and that each site exceeded the national benchmarks.

Given that the overall  $\bar{x}$  for both questions = 6.40 > the national benchmark  $\bar{x} = 6.195$ , this objective is met.

Attached Files

[NL-Sequential Site Tutoring.pdf](#)

#### **Improvement Plan/ Changes Made:**

The Director of IE recommends that this objective be monitored given the change from SmartThinking to NetTutor in February 2023.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

TUTR 22-23 Provide tutoring services for students

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Tutoring

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**TUTR 22-23 Require tutoring as an early alert system for Pathways to Success students.**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Tutoring

**Objective With Intended Outcomes:**

To mandate tutoring for students who receive a grade below 70% or C- on a major assignment in either English or Mathematics for two (2) hours or more.

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

**Benchmark Revised for AY 2019-2020:** The objective will be met if sixty percent (60%) of the Pathways Success students referred to the Tutoring Center for a particular subject attend tutoring for at least two hours. The Pathways to Success tutoring referral form submission logs and the Tutoring Center attendance logs/registration reports will be used to assess this objective.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

TUTR 22-23 Provide academic support for Pathways to Success students.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Tutoring

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Testing Center****TEST 22-23 Placement and Procedures**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Testing Center

**Objective With Intended Outcomes:**

Students will agree that assessment and course placement procedures are reasonable.

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

The Noel-Levitz Student Satisfaction Inventory will be administered during the Spring 2023 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 2022-2023, 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 2023 question 30 = 6.05. Meeting or exceeding "satisfied" (6.00) or the national average (6.06) will meet this objective. The 6.00 shall be considered as a minimum score.

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 2021-2022, this objective was met.

For AY 2022-2023, the RNL survey was sent out electronically in April 2023 through an email from the Dean of Student Affairs. In all, 419 (15.0%) of the 2,790 students registered for spring on the census date responded.

In terms of satisfaction, students scored the assessment and placement procedures in the following manner (see the attached PDF below):

- $\bar{x}_{\text{overall}} = 6.26$ ,  $n = 419$ .
- $\bar{x}_{\text{LSUE face-to-face}} = 6.13$ ,  $n = 224$ .
- $\bar{x}_{\text{LSUA face-to-face}} = 7.00$ ,  $n = 4$ .
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.42$ ,  $n = 19$ .
- $\bar{x}_{\text{8 \& 16-week online}} = 6.42$ ,  $n = 121$ .
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.73$ ,  $n = 15$ .

As indicated, students at all sites scored the question with an overall mean of 6.26.

Given that the overall observed mean of  $6.26 \geq 6.00$  (satisfied) and the 6.05 national average, this objective is met.

Attached Files

[NL-Sequential Site Testing.pdf](#)

**Improvement Plan/ Changes Made:**

The following note appeared in the objective section during AY 2021-2022:

**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.

This item was discussed with the testing staff and the Executive Director of Library and Student Support Services, and it was decided that a separate survey would not be used to gather additional information. It is acknowledged that only new students or new first-time students are being assessed and that the data is imperfect; however, it appears as if students are satisfied, and no formal complaints have been filed with Student Affairs. If a problem is suspected in the future, then additional assessments may be needed.

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

TEST 22-23 Student Satisfaction with Assessment and Placement Procedures

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Testing Center

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Registrar****REG 22-23 Registrar's Office - Faculty Satisfaction**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Registrar

**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 2023 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.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.7%) of the 58 faculty responded to the survey in April 2023 (see attached PDF below). The results were:

- $\bar{x}_{27} = 3.60$  with 3 responding n/a
- $\bar{x}_{47} = 4.60$  with 1 responding n/a
- $\bar{x}_{\text{simple}} = 4.10$ .

As indicated by the scores, the faculty were torn between undecided and agree about the procedures; however, they agreed that the Registrar's Office was helpful.

Given that the observed combined score of 4.10 > agreed or 4.00, this objective is met.

Attached Files

[Faculty Survey Sp 2023 Registrar.pdf](#)

**Improvement Plan/ Changes Made:**

The reorganization of the campus administrative structure has been in effect for one year now. It might be best to monitor for an additional year and then perhaps ask faculty senate their opinion on the 3.60 for question number 27.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

REG 22-23 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Registrar  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**REG 22-23 Registrar's Office - Staff Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Registrar

**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.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, 31 (38.8%) of the 80 staff members completed the survey in April 2023 (see pdf below). The results were:

- $\bar{x}_{23}$  = 3.80 with 8 choosing n/a (increase from 3.50 in spring 2022)
- $\bar{x}_{40}$  = 4.40 with 3 choosing n/a (increase from 4.20 in spring 2022)
- $\bar{x}_{\text{simple}}$  = 4.10

As noted, the combined overall mean is 4.10. Given that the combined observed mean of 4.10 > the benchmark of satisfied of 4.00, this objective is met.

Attached Files

[Staff Survey Sp 2023 Registrar.pdf](#)

**Improvement Plan/ Changes Made:**

It is worth noting that there have been some staff changes across LSU Eunice so the changes may have positively impacted the results.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

REG 22-23 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **REG 22-23 Registrar's Office - Student Satisfaction**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Registrar

### **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 2023 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 2022-2023, 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 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 meeting or exceeding "satisfied" (6.00) or the mean of the two questions for the national average. For AY 2022-2023, the national mean of question 2 was 5.93 and the national mean of question 19 was 6.09 so using a simple mean, the mean of the questions was 6.01 with an n = 59,057 (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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). The overall scores were:

Number	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
2	5.93	6.24	6.07	7.00	6.69	6.51	6.43
19	6.09	6.26	6.13	6.33	6.21	6.51	6.50
	6.010	6.250	6.100	6.665	6.450	6.510	6.465
	59,057	419	224	4	19	121	15

As Table 1 demonstrates, students' assessment of the Registrar's Office was at least a 6.00 (satisfied) at each site. High school dual enrollment students at sites with < 50% of a program, online, and nursing and surgical technology students at the Ochsner Lafayette General Orthopedic Hospital scored the highest (ignoring LSUA with an n = 4). Even though the LSU Eunice face-to-face site was slightly lower than the rest, students scored the means of both questions above 6.00.

Given that the observed mean = 6.250 > the benchmark of satisfied of 6.00 and the national average of 6.010, this objective is met.

Attached Files

[NL-Sequential Site Registrar.pdf](#)

**Improvement Plan/ Changes Made:**

Continue to monitor.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

REG 22-23 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Admissions***

**ADRE 22-23 Bengal Day**

Objective Number: 1.1

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Delayed  
 Provided By: Admissions

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ADRE 22-23 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **ADRE 22-23 Student Satisfaction with Admissions**

**Objective Number: 1.2**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Admissions**

### **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 2023 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 2022-2023, 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 = 5.85)
- 17. Admissions counselors accurately portray program offerings in their recruiting practices. (national mean = 5.87)
- 20. Students are made to feel welcome here. (national mean = 6.26)

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 a mean  $\geq 6.00$  (satisfied) or  $\geq$  the combined national mean for the three questions = 5.993.

Attached Files

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

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the RNL survey was sent out electronically in April 2023 through an email from the Dean of Student Affairs. In all, 419 (15.0%) of the 2,790 students registered for spring on the census date responded.

In terms of satisfaction, students scored the three admissions questions in the following manner (see the attached PDF below):

Table 1. Satisfaction with Admissions AY 2022-2023							
Description	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
7	5.85	6.10	6.01	7.00	6.13	6.22	6.23
17	5.87	6.27	6.18	7.00	6.08	6.37	6.62
20	6.26	6.47	6.43	6.33	6.64	6.52	6.38
mean	5.993	6.280	6.207	6.777	6.283	6.370	6.410
n	59,057	419	224	4	19	121	15

The data in Table 1 indicates that students at all sites were better than "satisfied" with the services mentioned in the three questions in the RNL Survey with online students and nursing and surgical technology students having the highest combined means.

Given that the observed mean score of 6.280 > the national average of 5.993 and "satisfied" of 6.00, this objective is met.

**Improvement Plan/ Changes Made:**

Monitor

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ADRE 22-23 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **ADRE 22-23 Increase Unduplicated enrollment headcount**

### **Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Admissions

### **Objective With Intended Outcomes:**

Enrollment Management seeks to increase overall enrollment at LSUE and its various sites for fall 2022

Note that this objective runs a year behind due to reporting requirements.

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

Target for this enrollment increase is to have an enrollment higher than the Fall 2021 enrollment = 3,022 students. Meeting or exceeding 3,022 would be considered success. The 3,022 is from fall 2021 (see PDF file below).

Attached Files

[Distribution of all Students.pdf](#)

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

For AY 2021-2022, this objective was not met. A strategic retreat was held on October 13 and 14, 2022. The meeting minutes from the October 14, 2022 session with tasks ahead are included below as a pdf. In addition, the summary report for success and withdrawals from AY 2021-2022 was repeated and noticeable gains were reported in some success and retention areas (see points 1 and 2, in the Executive Summary in the pdf below).

For AY 2022-2023, the official 14th day unduplicated headcount was 3,038 for fall 2022 (see distribution of all student's pdf below). Given the observed value of 3,038 > the fall 2021 value of 3,022, this objective is met.

Attached Files

[Distribution of all Students.pdf](#)

[10-24-22minutesfromSPRetreat.pdf](#)

[2022SuccessWithdrawalRates.pdf](#)

**Improvement Plan/ Changes Made:**

Monitor into fall 2023 as there have been some personnel changes.

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

ADRE 22-23 Increase overall Unduplicated enrollment headcount

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**ADRE 22-23 Student Satisfaction with Orientation**

**Objective Number: 3.1**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Admissions**

**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 2023 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 2022-2023, 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 and 5.960 will be used as a benchmark for the Noel Levitz Satisfaction in AY 2022-2023 calculated using a weighted mean as shown in Table 1.

Table 1. Students Satisfaction with Orientation on the Noel Levitz Student Satisfaction Inventory

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
2021-2022	6.04	356
Weighted Mean	5.960	3391

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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored the orientation question number 42 in the following manner:

- Overall  $\bar{x}$  = 6.38, n = 419
- LSU Eunice face-to-face site  $\bar{x}$  = 6.34, n = 224
- LSU Alexandria face-to-face site  $\bar{x}$  = 5.00, n = 4
- Dual enrollment sites < 50% of a program  $\bar{x}$  = 6.17, n = 19
- Online  $\bar{x}$  = 6.49, n = 121

- Ochsner Lafayette General Orthopedic Hospital site  $\bar{x} = 6.55$ ,  $n = 15$

As noted in the data, online and Ochsner Lafayette General Orthopedic Hospital sites scored the highest at 6.49 and 6.55 respectively. LSUA scored the lowest at 5.00; however, the  $n = 4$  causes one to question the data. Regardless, the 6.38 for spring 2023 is 0.34 higher than the 6.04 from spring 2022 (see Table 1).

Given that the observed mean = 6.38 > the weighted mean of 5.960 and the 6.00 (for agree), this objective is met.

Attached Files

[NL-Sequential Site Orientation.pdf](#)

**Improvement Plan/ Changes Made:**

Given the good results, monitor into AY 2023-2024.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

ADRE 22-23 Provide orientation for new students to acquaint themselves with the university

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Student Affairs**

**STAF 22-23 Increase Fall to Spring New First-Time Student Retention**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Affairs

**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).

The Benchmark is an average of the last eleven years, retention from fall 2011 to spring 2012 through fall 2021 to spring 2022 which is 78.16%.

Table 1. Fall-to-Spring Retention of First-Time Students			
Initial Enrollment	First-Time Enrolled	Returned to LSU Eunice the Following Spring	Retention Rate
FA 11	801	634	79.15
FA 12	776	607	78.22
FA 13	704	581	82.53
FA 14	801	609	76.03
FA 15	724	590	81.49
FA 16	869	703	80.90
FA 17	801	659	82.27
FA 18	920	712	77.39
FA 19	784	592	75.51
FA 20	883	643	72.82
FA 21	768	572	74.48
Totals	8831	6902	78.16

Meeting or exceeding the 78.16% will constitute meeting this objective.

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, LSU Eunice admitted 780 new first-time students in fall 2022 and retained 591 of them into spring 2023 yielding a rate of 75.77%

Given that the observed retention of 75.77% < the historical 11-year rate of 78.16, this objective is not met.

**Improvement Plan/ Changes Made:**

This will need to be monitored into next year as the primary lead on this - the Dean of Students - resigned in February 2023 to take another position. Given that, LSU Eunice continues to analyze overall success and withdrawal data including demographic variables of gender, Pell Grant Status, and ethnicity (see report pdfs below).

Attached Files

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

[AY 21-22 Disaggregated Success Data.pdf](#)

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

STAF 22-23 Increase Student Retention

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Affairs

Budget Information: none (existing)

**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

3. Expand Partnerships
4. Culture of Continuous Improvement

### **STAF 22-23 Increase Fall to Fall New First-Time Student Retention**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Affairs

#### **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 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
FA 20	883	404	45.75
Totals	8063	3962	49.14

The Benchmark is the overall retention of the last ten years, retention from fall 2011-fall 2012 to fall 2020-fall 2021 which is 49.14%. Meeting or exceeding the 49.14% will constitute meeting this objective.

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, there were a total of 768 new first-time students enrolled on the fall 2021 census date with 365 of them retained to the fall 2022 census date. Given that the observed value of 47.53% < the eleven-year retention rate of 49.14%, this objective is not met.

**Improvement Plan/ Changes Made:**

This will need to be monitored into next year as the primary lead on this - the Dean of Students - resigned in February 2023 to take another position. Given that, LSU Eunice continues to analyze overall success and withdrawal data including demographic variables of gender, Pell Grant Status, and ethnicity (see report pdfs below).

Attached Files

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

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

STAF 22-23 Increase Student Retention

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Affairs

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Financial Aid***

**FIAD 22-23 Financial Aid Awards**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

**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 2023 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 2022-2023, 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 2023.

#5. Financial Aid awards are announced in time to be helpful in college planning.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Beginning 2019-2020, meeting objective will be exceeding or meeting the national average for the past four years which is **5.496**. (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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

FIAD 22-23 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FIAD 22-23 Financial Aid Resources**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

**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 2022-2023, 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 2023.

#23. This institution helps me identify resources to finance my education.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the national average for the last 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

#### Improvement Plan/ Changes Made:

n/a

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

FIAD 22-23 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

Budget Information: none (existing)

##### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FIAD 22-23 Financial Aid-Scholarships****Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

FIAD 22-23 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FIAD 22-23 Financial Aid Counseling-Student Satisfaction**

**Objective Number: 1.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Financial Aid

**Objective With Intended Outcomes:**

New Objective: Students will be satisfied with financial aid counseling.

Old Objective: Financial aid counseling is available to students as needed.

Rationale: The new objective states an objective that is measurable whereas the old objective does not.

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

The Noel-Levitz Student Satisfaction Inventory will be administered during the spring 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 2022-2023, 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 2023 survey.

#15. Financial aid counseling is available if I need it.

The Survey uses a 7-point Likert Scale:

Likert Scale:

1. is not satisfied at all
2. is not very satisfied
3. is somewhat dissatisfied
4. is neutral
5. is somewhat satisfied
6. is satisfied
7. is very satisfied

Meeting objective will be either meeting or exceeding the six-year national average which is 5.818 and/or the current national  $\bar{x}$  = 6.03.

- 2016-2017 = 5.66
- 2017-2018 = 5.69
- 2018-2019 = 5.72
- 2019-2020 = 5.81
- 2020-2021 = 6.08
- 2021-2022 = 5.95
- $\bar{x}$  = 5.818 (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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored the financial aid counseling in the following manner (see the pdf file below):

- Overall  $\bar{x}$  = 6.12, n = 419 (compared to a  $\bar{x}$  = 5.96, n = 356 from AY 2021-2022)
- LSUE face-to-face site  $\bar{x}$  = 6.07, n = 224
- LSUA face-to-face site  $\bar{x}$  = 5.33, n = 4
- Dual enrollment sites < 50% of a program  $\bar{x}$  = 6.58, n = 19
- 8-week and 16-week online  $\bar{x}$  = 6.16, n = 121
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}$  = 6.00, n = 15

Students at all sites except LSUA face-to-face agreed with the survey question as indicated by the mean score  $\geq 6.00$ . LSUA face-to-face students were somewhat satisfied with a mean = 5.33; however, please keep in mind an n = 4. Another reason for the 5.33 from LSUA students may be that they have to call or meet with financial aid personnel via Zoom since the LSUA site is 50 or so miles from the LSUE site. Also note that high school dual enrollment students are not eligible for financial aid. It is assumed that they are scoring their satisfaction with the information they are receiving in their high schools.

Given that the observed mean value of 6.12 > the national benchmark mean of 6.03; > the six year national mean of 5.818; and > the 6.00 needed for "satisfied", this objective is met.

Attached Files

[NL-Sequential Site Financial Aid.pdf](#)

#### **Improvement Plan/ Changes Made:**

Improvement plan not discussed due to efforts associated with reaffirmation.

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

##### **RELATED ITEM LEVEL 1**

FIAD 22-23 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Financial Aid

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## ***Residential Life***

### **RL 22-23 Maximize In-Room Occupancy**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Residential Life

#### **Objective With Intended Outcomes:**

The maximum number of available bed spaces will be occupied by 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

RL 22-23 Housing Occupancy

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Residential Life

Budget Information: Not applicable

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**RL 22-23 Maximize Resident Satisfaction with Housing**

Objective Number: 2.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Residential Life

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

RL 22-23 Housing Satisfaction

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Residential Life

Budget Information: Not applicable

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Student Activities*****SACT 22-23 Student Satisfaction with Campus Activities**

Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Activities

**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 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 2022-2023, 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 2022-2023 was established by using the weighted mean for the LSU Eunice overall score from AY 2016-2017 through AY 2021-2022. Note that this is a methodological change from past years to focus on all sites.

Table 1. Student Satisfaction for Campus Activities for the Given Years.		
Spring	Q49	n
2017	5.58	566
2018	5.65	485
2019	5.70	459
2020	6.17	543
2021	5.84	361
2022	6.08	356
weighted means	5.83	2770

A target of 5.830 (as established above) or 6.00 (satisfied) is set for AY 2022-2023 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored campus activities in the following manner (see the pdf file below):

- Overall  $\bar{x}$  = 6.14 with an n = 419.
- LSUE Site  $\bar{x}$  = 6.01 with an n = 224
- LSUA Site  $\bar{x}$  = 7.00 with an n = 4
- Dual enrollment  $\bar{x}$  = 6.50 with an n = 19
- Online students  $\bar{x}$  = 6.42 with an n = 121, and
- Ochsner Lafayette General  $\bar{x}$  = 6.00 with an n = 15.

The data for each site suggests that all students completing the survey were satisfied given that the results for each site  $\geq 6.00$  keeping in mind that some sites had low ns.

Given that the observed mean score of 6.14 > the mean benchmark of 6.00 (satisfied) and 5.83 (historical), this objective is met.

Attached Files

[NL-Sequential Site Campus Activities.pdf](#)

**Improvement Plan/ Changes Made:**

The improvement plan was not discussed due to efforts surrounding accreditation.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

SACT 22-23 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Student Activities

Budget Information: None (existing)

**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 Access
3. Expand Partnerships
4. Culture of Continuous Improvement

**SACT 22-23 Activities are interactive and allow students to participate**

Objective Number: 1.2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Student Activities

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

SACT 22-23 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023  
 Progress: Delayed  
 Provided By: Student Activities  
 Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

***Student Conduct***

**STCO 22-23 Timely Conduct Case Adjudication**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Student Conduct

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

STCO 22-23 Timely Case Adjudication

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Student Conduct

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**STCO 22-23 Timely Student of Concern Case Adjudication**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed  
 Provided By: Student Conduct

**Objective With Intended Outcomes:**

Students 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

STCO 22-23 Timely Case Adjudication

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Student Conduct

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

### Workforce Innovation & Continuing Education

#### **WFCE 22-23 Non-Credit Program Offerings Based on Community Need**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Workforce Innovation & Continuing Education

#### **Objective With Intended Outcomes:**

During AY 2021-2022, the objective is to execute non-credit courses 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. Because the director is new, no benchmark has been established.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the director's position was vacant.

This objective is cancelled, permitting the new director to book events as she sees fit.

#### **Improvement Plan/ Changes Made:**

N/A

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

**RELATED ITEM LEVEL 1**

WFCE 22-23 The Office of Continuing Education will offer non-credit programs and classes based on community needs.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

#### **WFCE 22-23 Courses or programs will meet the community's needs/interests.**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation & Continuing Education

#### **Objective With Intended Outcomes:**

Respondents to post-event surveys will strongly agree or disagree with 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 2022-2023, participants at non-credit events were asked to complete a one-page survey at the conclusion of the event. The question is: "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)

A place for comments also exists.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the objective was delayed due to the absence of a director in the department.

**Improvement Plan/ Changes Made:**

N/A

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

WFCE 22-23 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**WFCE 22-23 Clients will recommend Continuing Education courses or programs to others.**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023  
 Progress: Canceled  
 Provided By: Workforce Innovation & Continuing Education

**Objective With Intended Outcomes:**

Respondents to post-event surveys will strongly agree or disagree with 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 disagree 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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to the absence of a director in the department.

Objective Cancelled.

New Director hired on June 5, 2023, believes that this objective is redundant from objective 2.1 and the Director of IE agrees.

**Improvement Plan/ Changes Made:**

N/A

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

WFCE 22-23 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its

programs.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

**WFCE 22-23 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: 11/1/2022

End: 10/31/2023

Progress: Canceled

Provided By: Workforce Innovation & Continuing Education

#### **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 disagree 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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to the absence of a director in the department.

Objective Cancelled.

New Director hired on June 5, 2023, believes that this objective is redundant from objective 2.1 and the Director of IE agrees.

**Improvement Plan/ Changes Made:**

N/A

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

WFCE 22-23 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**WFCE 22-23 Increase enrollment.****Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Workforce Innovation &amp; Continuing Education

**Objective With Intended Outcomes:**

New Objective: The department of Workforce Innovation and Continuing Education seeks to increase enrollment for Industry-based credentials and leisure learning courses. (note that this will become objective 1.1 in AY 2023-2024).

Old Objective: The department of Workforce Innovation and Continuing Education seeks to increase enrollment for Industry-based credentials.

Rationale: New director adjusting objective to incorporate all course activity within the department.

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

New: The department will connect with the surrounding community to inform them of the course opportunities available. New benchmark will be historical and will need to be determined.

Old: 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.

Rationale: New director hired on June 5, 2023.

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, this objective was delayed due to the absence of a director in the department.

**Improvement Plan/ Changes Made:**

N/A

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

WFCE 22-23 Increase enrollment for industry-based credentials (cancelled and incorporated into Goal 1)

Goal Number: 3  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Canceled  
 Provided By: Workforce Innovation & Continuing Education  
 Budget Information: None (existing)

**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
2. Expand Partnerships
4. Culture of Continuous Improvement

## Achieving the Dream

### ATD 22-23 Complete Year Three Tasks with Achieving the Dream

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Achieving the Dream

**Objective With Intended Outcomes:**

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

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

The strategies include the following:

- 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 2021-2022, this objective was met.

For AY 2022-2023,

- SLOs are being developed for the digital learning objectives.
- LSUE held meetings as needed for the evaluation plan.
- Disaggregating data was postponed, but is currently under way.

Because the tasks are complete the objective is met (see files below).

Attached Files

[Draft CIT DLS.pdf](#)

[5-26-23 Email on DLS to program heads.pdf](#)

[Draft Nursing DLS w Comments.pdf](#)

[LSUE FINAL 6-9-2023 Annual Reflection WORKSHEET.pdf](#)

#### **Improvement Plan/ Changes Made:**

Now that most of the accreditation work is completed, the work will accelerate for Digital Learning Skills as spring 2024 begins.

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

##### **RELATED ITEM LEVEL 1**

ATD 22-23 Complete Year Three Tasks for the Achieving the Dream Grant

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Achieving the Dream

Budget Information: Grant funded by Achieving the Dream \$244,000

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Athletics

### ATHL 22-23 Grade Point Average

#### Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Athletics

#### 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 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

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

For AY 2022-2023, this objective was met.

For AY 2022-2023, the team GPAs were:

- Women's Softball - 3.48
- Men's Baseball - 3.22
- Women's Basketball - 2.64

- Men's Basketball - 2.68
- Women's Soccer - 3.24
- Men's Soccer - 2.93

The Women's Softball Team, Men's Baseball Team, and Women's Soccer Team achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award.

The overall GPA of the Athletic Department was 3.08.

Since the overall observed value of 3.08 > the benchmark of 2.50, Objective 1.1 was met.

#### Attached Files

[2022-2023 Learning Outcomes & Assessments - Softball.pdf](#)

[2022-2023 Learning Outcomes & Assessments - Baseball.pdf](#)

[2022-2023 Learning Outcomes & Assessments - Men's Basketball.pdf](#)

[2022-2023 Learning Outcomes & Assessments - Men's Soccer.pdf](#)

[2022-2023 Learning Outcomes & Assessments - Women's Basketball.pdf](#)

[2022-2023 Learning Outcomes & Assessments - Women's Soccer.pdf](#)

#### Improvement Plan/ Changes Made:

A focus on tutoring and study will continue.

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

ATHL 22-23 To support academic achievement of student athletes using grade point average

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

##### 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

3. Expand Partnerships
4. Culture of Continuous Improvement

### **ATHL 22-23 Maintain a winning percentage**

#### **Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Athletics

#### **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 2021-2022, this objective was met.

For AY 2022-2023,

- Softball Program finished with a 41-20 record and a 67.2% winning percentage.
- Baseball Program finished with a 53-5 record and a 91.4% winning percentage.
- Women's Basketball Program finished with a 7-17 record and a 29.2% winning percentage.
- Men's Basketball Program finished with a 19-4 record and a 82.6% winning percentage.
- Women's Soccer Program finished with a 9-4-1 record and a 67.9% winning percentage.
- Men's Soccer Program finished with a 11-4 record and a 73.3% winning percentage.

The overall record of the Athletic Department was 140-54-1 for a 72.4% winning percentage.

Since the observed 72.4% > the benchmark of 60%, Objective was tentatively met as the Women's Basketball Team fell below the 60%.

#### **Improvement Plan/ Changes Made:**

**RELATED ITEMS**-----

**RELATED ITEM LEVEL 1**

ATHL 22-23 To be successful on the field of play.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Business Affairs****Auxiliaries*****Bookstore*****BOOK 22-23 Bookstore-Faculty Satisfaction**

**Objective Number:** 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Bookstore

**Objective With Intended Outcomes:**

**New Objective:** Faculty will agree that the campus bookstore adequately meets the needs of their students.

**Old Objective:** Faculty will rate their satisfaction with the bookstore as agreeable or higher on the Faculty Survey.

**Rationale:** State objective without methodology and accurately reflect the language in the survey.

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

The benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.6%) of the 58 eligible faculty responded to the spring 2023 faculty survey. For the bookstore question 30, the result was  $\bar{x}_{30} = 4.40$  (see pdf below). The 4.40 was an increase from the 4.30 in spring 2022.

Given that the observed value of 4.40 > the benchmark for agreeable of 4.00, this objective is met.

Attached Files

[Faculty Survey Sp 2023 Bookstore.pdf](#)

**Improvement Plan/ Changes Made:**

Even though the objective was met, the manager wants to:

- Improve communication with instructors and Deans regarding course materials to ensure the correct text is used for the correct class.
- Ensure textbook adoption requests are provided to faculty in a reasonable manner to ensure they have time to review.
- Address any concerns faculty have in a timely manner. If these concerns warrant, escalate to the proper parties.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

BOOK 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Bookstore

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**BOOK 22-23 Bookstore-Student Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Bookstore

**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 2023 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 2022-2023, 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 satisfied (6.00) 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored the bookstore question number 44 in the following manner:

- Overall  $\bar{x}$  = 6.08, n = 419
- LSU Eunice face-to-face site  $\bar{x}$  = 5.99, n = 224
- LSU Alexandria face-to-face site  $\bar{x}$  = 5.50, n = 4
- Dual enrollment sites < 50% of a program  $\bar{x}$  = 6.27, n = 19
- Online  $\bar{x}$  = 6.25, n = 121

Ochsner Lafayette General Orthopedic Hospital site  $\bar{x} = 6.38$ ,  $n = 15$

High school dual enrollment, online, and students at the Ochsner Lafayette General Orthopedic Hospital sites were all satisfied with the bookstore given the scores. However, one could argue that the LSUE face-to-face site was as well scoring 5.99 noting that it was also 5.99 in spring 2022. A note is made with respect to the LSUA face-to-face site's mean = 5.50 keeping in mind that  $n = 4$ . It was 5.50 in spring 2022 with an  $n = 4$ .

Given that the overall observed mean = 6.08 > the 6.00 (satisfied) benchmark, this objective is met.

Attached Files

[NL-Sequential Site Business Affairs Bookstore.pdf](#)

### **Improvement Plan/ Changes Made:**

The LSU Eunice Bookstore strives to provide the best service possible. In response to the 5.99 rating from LSUE students, some of complaints received involved Bengal Access.

In an effort to improve students understanding of the program, the following will be implemented:

1. Utilize other methods available to communicate with the students regarding opt out dates, instructions, etc. (Use text messaging, email blast,)
2. Coordinate with instructors who use Bengal Access course material to do a small “workshop” showing how to access the materials, and how to opt out)
3. In an effort to get a better gauge of what students want or expect outside of course materials, we will continue to utilize Student Advisors to assist with ideas on products to carry.
4. Work with vendors and adjust ordering of products that have a strong sales history, so not to run out quickly on certain sizes.

As for LSUA, the LSUE Bookstore does not have a presence on their campus. Representatives from LSUE travel there once before the semester begins and ends due to the number of students we have. The only products available are what is required for their classes.

To raise this score, the bookstore will increase the frequency in which students are emailed advising them of dates. In these emails they will be encouraged if they wish anything else to place an order online. The items will then be taken to campus when the bookstore is there.

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

#### **RELATED ITEM LEVEL 1**

BOOK 22-23 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  
 Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Bookstore  
 Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### ***Cafeteria***

#### **CAFE 22-23 Food Service-Faculty Satisfaction**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

#### **Objective With Intended Outcomes:**

New Objective: Faculty will be satisfied with the LSUE Cafeteria.

Old Objective: Faculty will rate their satisfaction with food service as agreeable or higher.

Rationale: Accurately reflect the question on the survey and remove the benchmark.

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

Benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the Spring 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 2021-2022, this objective was not met. See the improvement plan from AY 2021-2022.

For AY 2022-2023, 23 (39.7%) of the eligible faculty completed the spring 2023 survey yielding a score of 4.4 with eight choosing n/a (see pdf below). This is an improvement from the 3.3 from spring 2022. This is a rather interesting increase in just one year given the 3.3 from 2022.

Given the observed value of 4.4 > the benchmark of 4.0, this objective is met. This cycle is the first time that the objective has been met since spring 2014.

Attached Files

[Faculty Survey Sp 2023 Cafeteria.pdf](#)

**Improvement Plan/ Changes Made:**

The plan is to monitor to determine if the objective can be met next spring.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CAFE 22-23 To provide a high quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

### **CAFE 22-23 Food Service-Staff Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

#### **Objective With Intended Outcomes:**

New Objective: Staff will be satisfied with the LSUE Cafeteria.

Old Objective: Staff will rate their satisfaction with food service as agreeable or higher.

Rationale: Accurately reflect the question on the survey and remove the benchmark.

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

Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring 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 2021-2022, this objective was not met. Please see the comments from AY 2021-2022.

For AY 2022-2023, 31 (38.8%) of the staff completed the spring 2023 survey yielding a score of 4.1 with 12 choosing n/a (see pdf below). This is an improvement from the 3.8 from spring 2022 leading to the objective not being met. Note that it was met in spring 2021 with a score of 4.0.

Given the observed value of 4.1 > the benchmark of 4.0, this objective is met.

Attached Files

[Staff Survey Sp 2023 Cafeteria.pdf](#)

**Improvement Plan/ Changes Made:**

Monitor to determine if the objective is met in spring 2024.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CAFE 22-23 To provide a high quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**CAFE 22-23 Food Service-Student Satisfaction**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

**Objective With Intended Outcomes:**

Students will be satisfied with the cafeteria.

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

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2023 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 2023. For AY 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, no data collected. The former Dean of Student Affairs replaced the question with a question on accommodations.

This outcome is delayed.

**Improvement Plan/ Changes Made:**

The Director of IE will ask that **the question be added back in place of #41** which is not used in any IE assessments.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

CAFE 22-23 To provide a high quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Finance**

**FINA 22-23 Budget Preparation**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Finance

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

FINA 22-23 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Finance

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FINA 22-23 Budget Review-Faculty**

Objective Number: 2.1

Start: 11/1/2022  
End: 10/31/2023  
Progress: Completed  
Provided By: Finance

**Objective With Intended Outcomes:**

New Objective: Faculty will be satisfied with their involvement in the campus wide budget review process.

Old Objective: Faculty will rate their satisfaction with their involvement in the campus wide budget review process as agreeable or higher on the Faculty Survey.

Rationale: Revised objective removed methodology and benchmark from the objective.

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

The Faculty Survey will be administered during the spring 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 as the benchmark for future results. The historical data is:

Table 1. Faculty Satisfaction for the Given Years.		
Spring	Q40	n
2013	4.3	18
2014	3.5	24
2015	3.1	22
2016	3.4	19
2017	3.4	20
2018	3.1	15
2019	3.0	29
2020	3.3	29
2021	2.9	23
2022	2.8	36
weighted means	3.23	235

A mean rating greater than or equal to 3.23 will be considered as meeting this objective.

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

For AY 2021-2022, this objective was not met.

For AY 2022-2023, there were 23 (39.7%) of the eligible 58 faculty members responding to the spring 2023 survey yielding a 2.4 with 3 responding n/a. As Table 1 above indicates, it was spring 2013 when this objective last met the 4.0 for agree. Since that time, the results have continued to decrease.

Given that the observed value of 2.4 < the historical value since spring 2013 of 3.23, this objective is not met.

Attached Files

[Faculty Survey Sp 2023 Budget Review.pdf](#)

**Improvement Plan/ Changes Made:**

The improvement plan for this outcome was delayed due to the work surrounding reaffirmation.

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

FINA 22-23 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Finance

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FINA 22-23 Budget Control**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Finance

**Objective With Intended Outcomes:**

Total expenditures for the university will not exceed total revenues in the unrestricted budget.

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

At the fiscal year end, 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

FINA 22-23 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Finance

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Human Resources****HR 22-23 Search, Hire, Onboarding Processes****Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

**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 a 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 2021-2022, this objective was met.

For AY 2022-2023, there is no data to report as the new HR manager resigned at the end of October 2023. As a result, this objective was delayed.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

HR 22-23 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

22-23 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 22-23 Satisfaction with Search and Selection Procedure-Faculty****Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

**Objective With Intended Outcomes:**

Faculty will be satisfied with the search and selection process.

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

The Faculty Survey will be administered during the spring 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 2021-2022, this objective was met.

For AY 2022-2023, 23 (39.7%) of the 58 eligible faculty responded to the survey in April 2023 yielding a rate of 3.9 (see pdf below). This is a slight decrease from 4.0 in spring 2022.

Given that the observed value of 3.9 < the benchmark of 4.0, this objective is not met.

Attached Files

[Faculty Survey Sp 2023 HR.pdf](#)

**Improvement Plan/ Changes Made:**

No improvement plan was discussed due to efforts associated with reaffirmation.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

HR 22-23 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**HR 22-23 Satisfaction with Search and Selection Procedures- Staff**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

**Objective With Intended Outcomes:**

Staff will be satisfied with the search and selection process.

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

The Staff Survey will be administered during the Spring 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 2021-2022, this objective was not met. Please see the comments from AY 2021-2022's improvement plan.

For AY 2022-2023, 31 (38.8%) of the 80 staff members responded to the survey sent out in spring 2023. The results indicated a score of 3.7 with two staff choosing n/a (see the pdf below). For spring 2022, the score was 3.9 so satisfaction decreased slightly.

Given that the observed value of 3.7 < the agreeable benchmark of 4.0, this objective is not met.

Attached Files

[Staff Survey Sp 2023 HR.pdf](#)

**Improvement Plan/ Changes Made:**

The improvement plan was not discussed due to the efforts associated with reaffirmation.

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

HR 22-23 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**HR 22-23 Audit Results****Objective Number: 1.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Human Resources

**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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to the resignation of the HR manager in late October 2023.

**Improvement Plan/ Changes Made:**

n/a

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

HR 22-23 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023  
Progress: Delayed  
Provided By: Human Resources  
Budget Information: none (existing)

#### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

### **Purchasing**

#### **PURCH 22-23 Purchasing- Faculty Satisfaction**

##### **Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Purchasing

##### **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 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 2021-2022, this objective was not met. Please see the comments contained in the improvement plan from AY 2021-2022.

For AY 2022-2023, there were 23 (39.7%) out of the eligible 58 faculty responding to the spring 2023 survey (see pdf below). The results for question 41 was a 3.6 with five faculty choosing n/a. The rating of 3.6 is the same as the 2022 survey.

Given that the observed value of 3.6 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[Faculty Survey Sp 2023 Purchasing.pdf](#)

**Improvement Plan/ Changes Made:**

An improvement was not discussed given the work for reaffirmation.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

PURCH 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**PURCH 22-23 Purchasing- Staff Satisfaction****Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Purchasing

**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 2023 Survey administered during spring semester. Question number 33 "The LSU Eunice Purchasing Office meets my needs." will be used to determine satisfaction.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- n/a = not applicable (no point value)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, 31 (38.8%) of the 80 staff responded to the spring 2023 survey yielding a 3.9 with ten staff choosing n/a (see pdf below). This is the second iteration of this objective. The rating was 4.0 during the first year in spring 2022.

Given that the observed value of 3.9 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[Staff Survey Sp 2023 Purchasing.pdf](#)

**Improvement Plan/ Changes Made:**

An improvement plan was not discussed given the workload associated with reaffirmation.

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

PURCH 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**PURCH 22-23 Purchasing-Audit**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Purchasing

**Objective With Intended Outcomes:**

There will be no findings by auditors on purchasing services and/or procedures.

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

The results of the annual state audit will be used to evaluate purchasing services.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

PURCH 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**Student Accounts****STAC 22-23 Business Affairs Student Accounts-Faculty Satisfaction****Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

**Objective With Intended Outcomes:**

Faculty will rate their satisfaction with Business Affairs as helpful.

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

The Faculty Survey will be administered during the spring semester. Survey question number 42: "Staff in the Business Office are helpful" will be used to determine satisfaction.

A score greater than or equal to the 4.0 will be considered as meeting the objective.

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 2021-2022, this objective was met.

For AY 2022-2023, 23 (39.7%) of the eligible 58 faculty responded to the April 2023 survey yielding a 4.3 for question number 42 with no faculty members choosing n/a (see pdf below). Note that this is the second year for this objective. It scored a 4.4 last year.

Given that the observed score of 4.3 > the benchmark for agreed of 4.0, this objective is met.

Attached Files

[Faculty Survey Sp 2023 Accounts.pdf](#)

**Improvement Plan/ Changes Made:**

Continue to monitor given this is the second year for this objective.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

STAC 22-23 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**STAC 22-23 Business Affairs Student Accounts-Staff Satisfaction****Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

**Objective With Intended Outcomes:**

Staff will rate their satisfaction with Business Affairs as helpful.

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

The Staff Survey will be administered during the spring semester. Survey question number 35: "Staff in the Business Office are helpful" will be used to determine satisfaction.

A score greater than or equal to the 4.0 will be considered as meeting the objective.

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 2021-2022, this objective was met.

For AY 2022-2023, 31 (38.8%) of the 80 staff members responded to the spring 2023 survey yielding a 4.1 on question number 35 with two staff members choosing n/a (see pdf below). This is the second year asking this question. In spring 2022, the rating was 4.5.

Given that the observed score of 4.1 > the established benchmark of agree or 4.0, this objective is met.

Attached Files

[Staff Survey Sp 2023 Student Accounts.pdf](#)

**Improvement Plan/ Changes Made:**

Continue to monitor given that this is the second year for this objective.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

STAC 22-23 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**STAC 22-23 Business Affairs Student Accounts-Student Convenience**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

**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 2023 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 2022-2023, 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

Benchmark is greater than or equal to satisfied (6.00) or the national mean of 6.13.

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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored question number 29 on the convenience of the Business Office in the following manner:

- Overall  $\bar{x}$  = 6.27, n = 419
- LSUE face-to-face site  $\bar{x}$  = 6.19, n = 224
- LSUA face-to-face site  $\bar{x}$  = 7.00, n = 4
- Dual enrollment sites < 50% of a program  $\bar{x}$  = 6.33, n = 19
- 8-week and 16-week online  $\bar{x}$  = 6.42, n = 121
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}$  = 6.38, n = 15

As the data indicates, the means exceeded 6.00 for all sites indicating students were satisfied. Online students scored their convenience the highest (ignoring the LSUA face-to-face site because of the n = 4). Ochsner Lafayette General Orthopedic Hospital students and high school dual enrollment students scored the next highest at 6.38 and 6.33 respectively with LSUE face to face at 6.19.

Given that the overall observed mean = 6.27 > the benchmarks of agreeable (6.00) and the national average = 6.13, this objective is met.

Attached Files

[NL-Sequential Site BA Convenience.pdf](#)

#### **Improvement Plan/ Changes Made:**

The Director of IE recommends monitoring.

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

##### **RELATED ITEM LEVEL 1**

STAC 22-23 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Facility Services

### **FACL 22-23 Facilities Services-Faculty Satisfaction**

**Objective Number:** 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Facility Services

#### **Objective With Intended Outcomes:**

**New Objective:** Faculty will be satisfied that LSU Eunice building and grounds are well kept.

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

**Rationale:** New objective better matches the statement on the survey and removes the benchmark and methodology.

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

Benchmark is agreeable (4.0) or higher. The Faculty Survey will be administered during the spring 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 23 (39.7%) out of the 58 eligible faculty completed the April 2023 survey with a result  $\bar{x}_{32} = 4.4$  with one faculty member choosing n/a (see file below). In spring 2022, the result was 4.6 so it slipped slightly to 4.4; however, it is well above agree.

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

Attached Files

[Faculty Survey Sp 2023 Facilities.pdf](#)

**Improvement Plan/ Changes Made:**

Monitor (improvement plan delayed due to reaffirmation)

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

FACL 22-23 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FACL 22-23 Facilities Services-Staff Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
Provided By: Facility Services

**Objective With Intended Outcomes:**

New Objective: Staff will be satisfied that LSU Eunice building and grounds are well kept.

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

Rationale: New objective better matches the statement on the survey and removes the benchmark and methodology.

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

Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the spring 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 31 (38.8%) of the 80 staff members responded to the April 2023 survey yielding a result of  $\bar{x}_{25} = 4.4$  (see the pdf file below). In spring 2022, the result was also 4.4 so there was no change.

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

Attached Files

[Staff Survey Sp 2023 Facilities.pdf](#)

**Improvement Plan/ Changes Made:**

Delayed due to reaffirmation.

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

FACL 22-23 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**FACL 22-23 Facilities Services-Student Satisfaction**

**Objective Number: 1.3**

**Start: 11/1/2022**

**End: 10/31/2023**

**Progress: Completed**

**Provided By: Facility Services**

**Objective With Intended Outcomes:**

New Objective: Students will be satisfied with facilities.

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

Rationale: The old objective is not measurable saying students will rate only. Methodology is also being removed.

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

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2023 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 2022-2023, 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 = 6.32 or students satisfied (a rating of 6.00 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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day 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  $\bar{x}$  = 6.38, n = 419 (compared to 6.52, n = 356 during AY 2021-2022)

- LSUE face-to-face site  $\bar{x}$  = 6.35, n = 224
- LSUA face-to-face site  $\bar{x}$  = 6.00, n = 4
- Dual enrollment sites < 50% of a program  $\bar{x}$  = 6.44, n = 19
- 8-week and 16-week online  $\bar{x}$  = 6.47, n = 121
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}$  = 6.75, n = 15

Similar to last year, the data indicates that students were satisfied with the facilities. Interestingly enough, the mean score for the LSUA face-to-face site increased from 4.67 in 2022 to 6.00 in 2023 keeping in mind the low ns for both years.

Given that the observed mean score of 6.38 > the benchmark for agreeable at 6.00 and the national average of 6.32, this objective is met.

Attached Files

[NL-Sequential Site Facility Services.pdf](#)

#### **Improvement Plan/ Changes Made:**

Given that all sites exceeded the 6.00 for satisfied, the Director of IE recommends monitoring into next year.

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

##### **RELATED ITEM LEVEL 1**

FACL 22-23 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

#### **FACL 22-23 Capital Improvements**

**Objective Number: 1.4**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Facility Services

**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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to Reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

FACL 22-23 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Information Technology

### IT 22-23 Staff Satisfaction

#### Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

#### Objective With Intended Outcomes:

Staff will agree that lab, office computer equipment, and OIT support meet their needs.

#### Assessment/Evaluation/Measures/Strategies:

This 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	Q41	Mean	n
2017	3.6	3.8	4.1	3.83	52
2018	3.9	4.3	4.4	4.20	40
2019	3.6	4.0	4.4	4.00	27
2020	3.8	4.4	4.5	4.23	44
2021	4.3	4.4	4.5	4.40	47
2022	4.0	4.2	4.4	4.20	50
weighted means	3.88	4.18	4.38	4.15	260

The objective will be met if the current year's score meets or exceeds the six-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.

**Director of IE's Note:** Because 4.00 is agree and the results of this objective have been greater than or equal to 4.00 since spring 2018, the benchmark will be 4.00 for spring 2024.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, there were 31 (38.8%) of the 80 staff members that completed the annual Staff Survey in April 2023. The results were as follows (see pdf file below):

Semester	Q24	Q28	Q42	Mean	n
Spring 2023	4.3	4.3	4.3	4.30	31
Prior six-year mean	3.88	4.18	4.38	4.15	260

An examination of the spring 2022 results compared to the spring 2023 results indicated that the spring 2023 results exceeded the 2022 results for question 24 and question 28, but not question 42. Regardless, all three results along with the overall exceeded the six-year average shown in Table 1.

Given that the observed value of 4.30 > the historical benchmark of 4.15, this objective is met.

Attached Files

[Staff Survey Sp 2023 Information Technology.pdf](#)

**Improvement Plan/ Changes Made:**

Factors that are believed to have contributed to the results this year are:

- 1) Continual rollout of new computers when needed. This item has moved beyond the “mass rollout” seen over the last couple of years with laptops and has now entered a phase focusing primarily on new employees and occasional other staff when the need arises.
- 2) Assistance to staff areas on the Workday Student implementation project throughout the year. This included the following areas of support: Registrar, Admissions, Recruiting, Student Financials, and Financials Aid.
- 3) Addition of more wireless access points to the Lafayette General location for support around the Health Technology area.
- 4) Increase of Internet bandwidth at Lafayette General location from 100mb to 250mb.
- 5) Yearly assistance around the Financial Aid Document Review script processes for 1098-T production.
- 6) 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:
  - Hyland OnBase for document imaging solution - Registrar, Admissions, and Financial Aid (continued use)
  - Navigate Student Success Management solution - Numerous on campus (continued use)

- ClearPass Wireless Network Management solution - Campus (continued use)

7) Overall staffing for OIT was maintained during the year to support staff (along with faculty and students).

**Director of IE's Note:** Documentation not requested due to workload associated with reaffirmation.

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

##### **RELATED ITEM LEVEL 1**

IT 22-23 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

#### **IT 22-23 Faculty Satisfaction**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

#### **Objective With Intended Outcomes:**

The 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 the 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:

Spring	Q28	Q29	Q48	Mean	n
2017	4	3.9	4.4	4.10	20
2018	3.3	3.9	4.3	3.83	15
2019	3.2	3.7	3.9	3.60	29
2020	3.1	3.7	4.2	3.67	29
2021	3.8	4.0	4.5	4.10	23
2022	3.9	4.2	4.4	4.17	36
weighted means	3.55	3.91	4.27	3.91	152

The objective will be met if the current year's score meets or exceeds the six-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

**Director of IE's Note:** Benchmark methodology will remain the same for spring 2024 given the neutral-agree score on question 23.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, 23 (39.7%) of the eligible 58 faculty completed the annual Faculty Survey in April 2023. The results were (see pdf file below):

Semester	Q28	Q29	Q49	Mean	n
Spring 2023	3.6	4.4	4.6	4.20	23
Prior six years weighted means	3.55	3.91	4.27	3.91	152

Comparing Table 1 with Table 2 indicates that the results for question 28 decreased 0.3 of a point while the results for questions 29 and 49 increased - each by 0.2 of a point. Regardless, the overall was a 4.20.

Given that the observed score of 4.2 > the six year mean of 3.91, this objective is met.

Attached Files

[Faculty Survey Sp 2023 Information Technology.pdf](#)

#### **Improvement Plan/ Changes Made:**

Factors that are believed to have contributed to the results this year are:

1. Continued rollout of laptops for full-time faculty as new members come aboard.
2. Addition of more wireless access points to the Lafayette General location for the Health Technology area.
3. Increased Internet bandwidth at Lafayette General location from 100mb to 250mb.
4. Setup of Nursing area with use of the campus' class/course recording service, Panopto, to utilize on student activities.
5. Rollout of cameras and session recording solution for the Nursing classrooms.
6. Moodle/myCourses migration to the cloud with LSU along with introduction of support from the LSU Faculty Technology Center to assist with faculty support around the learning management system.
7. Implementation of NetTutor to replace SmarThinking for online tutoring services.
8. Overall staffing for OIT was maintained during the year to support faculty (along with students and staff).

**Director of IE's Note:** Documentation was not requested given the workload with reaffirmation.

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

##### **RELATED ITEM LEVEL 1**

IT 22-23 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023  
 Progress: Completed  
 Provided By: Information Technology  
 Budget Information: None existing

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**IT 22-23 User Services-Student Support**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

**Objective With Intended Outcomes:**

New objective: Students will be satisfied with computers and WIFI.

Old objective: Maintain "Satisfied" rating with adequate and accessible computer lab equipment on the Noel-Levitz Student Opinion Survey.

Rationale: The new objective removes the methodology.

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

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2023 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 2022-2023, 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 2023, the Noel Levitz Student Satisfaction Survey (attached below under the National area for Q18) national average was 6.22 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 6.00 (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 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored the computer lab question (number 18) in the following manner:

- Overall  $\bar{x}$  = 6.00, n = 419 (compared to a  $\bar{x}$  = 6.31, n = 361 during AY 2021-2022)
- LSUE face-to-face site  $\bar{x}$  = 5.89, n = 224 (compared to  $\bar{x}$  = 6.33, n = 190 during AY 2021-2022)
- LSUA face-to-face site  $\bar{x}$  = 6.00, n = 4
- High school dual enrollment sites < 50% of a program  $\bar{x}$  = 6.64, n = 19
- 8-week and 16-week online  $\bar{x}$  = 6.61, n = 121
- Ochsner Lafayette General Hospital  $\bar{x}$  = 5.69, n = 15

As the overall notes, the results for this outcome slipped from 6.31 in spring 2022 to 6.00 in spring 2023. The off-site instructional locations all scored similarly to spring 2022 except LSUA that was down from 7.00. The 0.44 drop at LSUE had the most impact given the n of 224 and the weighting of the means. Two potential causes of the dip were the rollout of a new wireless authentication service during the past year on campus (different solution for continuing students to get acclimated to) and Internet bandwidth challenges at the Ochsner Lafayette General location, which was addressed during the year (increasing from 100mb to 250mb speed).

Regardless of the fluctuations, the overall mean of 6.00 = satisfied. Given that, the objective is met even though the overall score of 6.00 < the national mean of 6.22.

Attached Files

[NL-Sequential Site IT Student Support.pdf](#)

#### **Improvement Plan/ Changes Made:**

As mentioned, two adjustments were made during the year to help with the overall Internet and wi-fi usage. A new wireless authentication service was needed to help with security and ease-of-use, and this was introduced during the year. Given the change, this likely caused a dip in the number for on-campus users since it was a different solution than what continuing students had been accustomed to in the past. Additionally, the Internet bandwidth at the Ochsner Lafayette General location had begun to present issues with the speed that was in place. To address this, we upgraded the bandwidth from 100mb to 250mb speed during the later part of the Spring 2023 semester.

**Director of IE's Note:** Documentation was not requested due to the workload associated with reaffirmation.

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

##### **RELATED ITEM LEVEL 1**

IT 22-23 Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

##### **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
3. Expand Partnerships

#### 4. Culture of Continuous Improvement

##### **IT 22-23 Update Infrastructure**

###### **Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

###### **Objective With Intended Outcomes:**

To better serve the campus community, Information Technology will work on the following infrastructure projects during AY 2022-2023.

1. Continued work around the Workday Student implementation project with LSU
2. Implementation of NetTutor online tutoring service
3. Stabilization of processes around the Navigate student success system
4. Enabled MFA for student access to systems utilizing our Azure AD authentication services
5. Number matching around MFA for users that utilize the Microsoft Authenticator application
6. SSO and MFA for StarRez Housing system
7. Implementation of Clearpass wireless network security management system
8. Migration of the Bookstore server environment over to the campus data center
9. Upgrade of the student information system OS hosted with Jenzabar
10. Microsoft Secure Score - Block outdated ActiveX controls for Internet Explorer
11. Microsoft Secure Score - Enable 'Hide Option to Enable or Disable Updates'
12. Microsoft Secure Score - Enable Automatic Updates 'Office 2016'
13. Restriction and management of outbound network traffic - egress filtering
14. Microsoft - Migrate off of on-prem Exchange Management server
15. Addition of cameras and recording for 8 Health Tech rooms - Phase 1 with iPad usage
16. Addition of more wireless access points to Ochsner Lafayette General
17. Establishment of new website design templates for www.lsu.edu
18. Disabling of Internet Explorer on campus devices
19. Shutdown of old student Gmail Accounts keeping only "active students" with accounts
20. Moodle/myCourses upgrade with LSU
21. Migration of Moodle/myCourses to the cloud with LSU hosting
22. Introduction of the Faculty Technology Support services with LSU to assist with faculty support around the area
23. Cleanup of old campus firewall rules
24. Upgrade of AD Connect
25. Completed upgrade to Windows 21H2 for campus computers
26. Enrollment in external network penetration testing with CISA

27. Increase of Internet bandwidth speed at Ochsner Lafayette General from 100mb to 250mb
28. Implementation of CrowdStrike Falcon Complete security solution
29. Rollout of Bitlocker on desktop computers for staff
30. Upgrade of IDWorks to Instant ID for campus ID card production service
31. Cleanup around Examsoft user roles to improve security
32. Cleanup around StarRez users roles to improve security
33. Upgrade of JICS/myLSUE to v2021

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

Completion of each section of the objective will be determined by the status of each project listed below:

1. Continued work around the Workday Student implementation project with LSU
2. Implementation of NetTutor online tutoring service
3. Stabilization of processes around the Navigate student success system
4. Enabled MFA for student access to systems utilizing our Azure AD authentication services
5. Number matching around MFA for users that utilize the Microsoft Authenticator application
6. SSO and MFA for StarRez Housing system
7. Implementation of Clearpass wireless network security management system
8. Migration of the Bookstore server environment over to the campus data center
9. Upgrade of the student information system OS hosted with Jenzabar
10. Microsoft Secure Score - Block outdated ActiveX controls for Internet Explorer
11. Microsoft Secure Score - Enable 'Hide Option to Enable or Disable Updates'
12. Microsoft Secure Score - Enable Automatic Updates 'Office 2016'
13. Restriction and management of outbound network traffic - egress filtering
14. Microsoft - Migrate off of on-prem Exchange Management server
15. Addition of cameras and recording for 8 Health Tech rooms - Phase 1 with iPad usage
16. Addition of more wireless access points to Ochsner Lafayette General
17. Establishment of new website design templates for www.lsu.edu
18. Disabling of Internet Explorer on campus devices
19. Shutdown of old student Gmail Accounts keeping only "active students" with accounts
20. Moodle/myCourses upgrade with LSU
21. Migration of Moodle/myCourses to the cloud with LSU hosting
22. Introduction of the Faculty Technology Support services with LSU to assist with faculty support around the area
23. Cleanup of old campus firewall rules
24. Upgrade of AD Connect
25. Completed upgrade to Windows 21H2 for campus computers
26. Enrollment in external network penetration testing with CISA
27. Increase of Internet bandwidth speed at Ochsner Lafayette General from 100mb to 250mb
28. Implementation of CrowdStrike Falcon Complete security solution
29. Rollout of Bitlocker on desktop computers for staff

30. Upgrade of IDWorks to Instant ID for campus ID card production service
31. Cleanup around Examsoft user roles to improve security
32. Cleanup around StarRez users roles to improve security
33. Upgrade of JICS/myLSUE to v2021

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, all projects listed were completed successfully during the year.

1. Continued work up to this point around the Workday Student implementation project with LSU (major multi-year project)
2. Implementation of NetTutor online tutoring service
3. Upgrade of JICS/myLSUE to v2021
4. Enabled SSO and MFA for student access to systems utilizing our Azure AD authentication services
5. Enabled SSO and MFA for StarRez Housing system for students
6. Enabled SSO and MFA for StarRez Housing system for staff
7. Shutdown of old student Gmail Accounts keeping only "active students" with accounts
8. Moodle/myCourses upgrade with LSU
9. Migration of Moodle/myCourses to the cloud with LSU hosting
10. Introduction of the Faculty Technology Support services with LSU to assist with faculty support around the area
11. Introduced number matching feature around MFA for users that utilize the Microsoft Authenticator application
12. Implementation of Clearpass wireless network security management system
13. Implementation of external network penetration testing service with CISA
14. Migration of the Bookstore server environment over to the campus data center
15. Upgrade of the student information system OS hosted with Jenzabar
16. Microsoft Secure Score - Block outdated ActiveX controls for Internet Explorer
17. Microsoft Secure Score - Enable 'Hide Option to Enable or Disable Updates'
18. Microsoft Secure Score - Enable Automatic Updates 'Office 2016'
19. Restriction and management of outbound network traffic (network egress filtering)
20. Migrated off of on-prem Exchange Management server
21. Addition of cameras and recording for 8 Health Tech rooms utilizing Panopto on iPads
22. Rollout of full cameras and recording solution for Nursing classrooms
23. Addition of more wireless access points to Ochsner Lafayette General
24. Establishment of new website design templates for www.lsue.edu
25. Disabling of Internet Explorer on campus devices
26. Cleanup of old campus firewall rules
27. Upgrade of AD Connect service
28. Completed upgrade to Windows 21H2 for campus computers
29. Increase of Internet bandwidth speed at Ochsner Lafayette General from 100mb to 250mb
30. Implementation of CrowdStrike Falcon Complete security solution

31. Rollout of Bitlocker on desktop computers for staff
32. Upgrade of IDWorks to Instant ID for campus ID card production service
33. Cleanup around Examsoft user roles to improve security
34. Cleanup around StarRez users roles to improve security
35. Stabilization of IT processes around the Navigate student success system

In summary, Objective 3.1 overall was met given the successful completion of projects in line with their identified goals. Objective was met.

**Director of IE's Note:** Documentation not requested given the workload for reaffirmation.

**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 2022 - 2023 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

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

IT 22-23 Update Infrastructure

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **IT 22-23 Implementation of new student system**

### **Objective Number: 3.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

### **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 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 2021-2022, this objective was met.

For AY 2022-2023, the status of the projects/tasks is as follows:

1. Foundation Tenant Handoff in April 2023
2. Identification of Top 25 LSUE reports for Workday development
3. Completion of overall Work set A with the project team at Workday, LSU, and LSUE

(See three attachments below to serve as documentation.)

In summary, Objective 4.2 overall was met given the successful completion of projects identified.

### **Improvement Plan/ Changes Made:**

Monitor into 2024 as Workday is supposed to be working in the background for fall 2024.

Attached Files

[Top-25-Reports.pdf](#)

[Workday Student Workset A Completion.pdf](#)

[Tenant Handoff April 2023.pdf](#)

## RELATED ITEMS-----

### RELATED ITEM LEVEL 1

IT 22-23 Update Infrastructure

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

### 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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Institutional Effectiveness

### IE 22-23 Substantive Changes

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Effectiveness

### Objective With Intended Outcomes:

The Office of Institutional Effectiveness and Accreditation will complete substantive changes required in AY 2022-2023 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 2021-2022, this objective was met.

For AY 2022-2023, no additional substantive changes were filed; however, one substantive change that was active was for Surgical Technology in Alexandria. LSU Eunice received notification from SACSCOC on June 15, 2023 that it was approved (see attachment below).

As a result, this objective is met.

## Attached Files

[6-29-23 sacscoc approval letter ac buchanan site.pdf](#)

**Improvement Plan/ Changes Made:**

Continue to review the Substantive Change Policy and attend SACSCOC functions to keep current. The Director of IE and Accreditation attended the SACSCOC Annual Meeting in December 2022 (see attachment below).

## Attached Files

[8-23-22 SACSCOC Conference Proposal Accepted.pdf](#)

[Badge\\_70629f8781a14caa95ef169a72bdef31.pdf](#)

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

IE 22-23 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress

Provided By: Institutional Effectiveness

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **IE 22-23 Completion of the Enrollment and Financial Profiles**

### **Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Effectiveness

### **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 2021-2022, this objective was met.

For AY 2022-2023, both the July financial profile and the January enrollment profile was submitted on time (see documents below). As a result, this objective is met.

### Attached Files

[7-14-23 Completion of Financial Profile July 2023.pdf](#)

[12-19-22 completion email for EP 12-2022.pdf](#)

### **Improvement Plan/ Changes Made:**

Continuing adhering to the deadlines established by SACSCOC.

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

#### **RELATED ITEM LEVEL 1**

IE 22-23 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress:

Provided By: Institutional Effectiveness

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**IE 22-23 SACSCOC Student Achievement and Key Student Completion Indicator (KSCI)**

**Objective Number: 1.3**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Effectiveness

**Objective With Intended Outcomes:**

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.

**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 2016 cohort of beginning college students through spring 2022.

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
2015	724	385	53.18
Totals	7678	2794	36.39

The Threshold of Acceptability = 21.23% because it is the lowest number in the period from fall 2008. The goal = 36.39%.

The 36.39% is the goal or target because it is the overall historical graduation rate for the eight cohorts studied in Table 1. Falling within the established range of 21.23% - 36.39% or exceeding these numbers will constitute success.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, Institutional Research downloaded the graduation data from the NSC and sent it to the Office of Institutional Effectiveness and Accreditation in June 2023. The data indicated 869 in the fall 2016 cohort as new first time in college students with 384 (44.19%) graduating by the established deadline of spring 2022. Students earned 433 credentials - 229 two-year (including Certificates) and 204 four-year.

Given that the observed value of 44.19% > the 36.39% established by the NSC, this objective is met.

**Improvement Plan/ Changes Made:**

This objective will be monitored given the number of changes over the last couple of years. For example, the

- reorganization of the administrative structure (compare file 1 with file 2 below - the org units highlighted in file 2 were moved under Academic Affairs).

- the creation of a learning commons in the library with advising, disability services, tutoring, career services, and Pathways to Success services (see file 3 - the report that created the learning commons).
- LSU Eunice continues to examine gaps in performance by various demographic groups (see the executive summary on page 2 of file 4; see file 5; and see file 6 point 1 on page 1).

The success and withdrawal results for AY 2021-2022 indicated that the success rate did fall a little; however, it was far less than in previous years 0.9 of a percentage point compared to AY 2020-2021. The difference from AY 2019-2020 to 2020-2021 was a 3.2 percentage point decline. In addition, the withdrawal rate decreased 0.4 of a percentage point. It was 11.8% for AY 2020-2021 and fell to 11.4% in AY 2021-2022. This was a marked difference from AY 2019-2020 at 9.1% and then jumping to 11.8% in AY 2020-2021 for an increase of 2.7 percentage points (see the Executive Summary in file 4 or see Table 2 on page 17).

In addition, the Chancellor's Executive Team had a Retreat on October 13 and 14, 2022 and the following were noted as priorities for the rest of AY 2022-2023 and into 2023-2024:

- Continue examining disaggregated data by demographic group to detect gaps in performance and a way to deal with the issues (see point 1 on page 1 of file 6),
- The Learning Commons personnel were actively pursuing students having difficulty during midterms (see point 4 on page 1 of file 6),
- Preparation work was in progress to eliminate standalone developmental education courses and implement the co-requisite model beginning fall 2023 (see points 1 and 2 on page 2 of file 6).

Finally, EAB Navigate, a web-based platform to increase retention and completion through more robust communication, was implemented (see files 7 and 8).

#### Attached Files

- [8-eab\\_navigate\\_tutoring\\_referral\\_9\\_6\\_2263ef.pdf](#)
- [7-EAB-Navigate-Email-12-21-21.pdf](#)
- [6-Retreat-Meeting-Minutes \(2\).pdf](#)
- [4-2022SuccessWithdrawalRates \(2\).pdf](#)
- [3-ILLCCReport.pdf](#)
- [2-2-17-22-Organizational-Chart.pdf](#)
- [5-AY21-22DisSuccessData \(1\).pdf](#)
- [1-7-6-21-Organizational-Chart.pdf](#)

#### RELATED ITEMS-----

##### RELATED ITEM LEVEL 1

IE 22-23 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2022  
 End: 10/31/2023  
 Progress:  
 Provided By: Institutional Effectiveness  
 Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**IE 22-23 Student Achievement Data**

**Objective Number: 1.4**

Start: 11/1/2022  
 End: 10/31/2023  
 Progress: Completed  
 Provided By: Institutional Effectiveness

**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 2021-2022, this objective was met.

For AY 2022-2023, the student achievement document was posted on the website on November 29, 2023 (see below). The document was updated on February 28, 2024, because three students from Summer 2022 were inadvertently included in the data. Given that the document was posted by the end of fall 2023, this objective is met.

Attached Files

[2-28-24 Fall2023Disclosure.pdf](#)

**Improvement Plan/ Changes Made:**

Take greater care not to include from the summer of the year in question for the KSCI.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

IE 22-23 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress:

Provided By: Institutional Effectiveness

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**IE 22-23 SACSCOC Decennial Reaffirmation****Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Effectiveness

**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 2021-2022, this objective was met.

For AY 2022-2023, LSU Eunice received the Off-Site Report at the end of May 2023. The institution was found non-compliant on ten standards:

6.2.a - Faculty Qualifications

6.2.b - Program Faculty

6.2.c - Program Coordination

7.1 - Institutional Planning

7.2 - Quality Enhancement Plan

8.1 - Student Achievement

8.2.a - Student Outcomes: Educational Programs

9.3 - General Education Requirements

10.5 - Admissions Policies and Practices

10.7 - Policies for Awarding Credit

11.1 - Library and Learning/Information Resources

The Off-Site report is attached below.

Given that the report was submitted on time, this objective is met.

Attached Files

[LSU Eunice Off-Site Report.pdf](#)

**Improvement Plan/ Changes Made:**

LSU Eunice's SACSCOC Leadership Team will work over summer 2023 to correct the issues noted.

## Institutional Research

### IR 22-23 Course Evaluation

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

**Objective With Intended Outcomes:**

Online course evaluations will have a set time period available for participation. The data will be made available and published through myLSUE following the completion of grade processing.

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

Course evaluations will be opened by the end of the first week after midterm exams. For regular semesters, evaluations will be closed by the Monday following the last week of classes. For intersessions, evaluations will close by the last day of classes.

Were the evaluations opened/closed appropriately during the intended time frame established? Were results available after grade processing complete? Yes, would confirm successful completion of this objective.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, 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 2022 – on time
- Fall 2022 Term B – missed
- Fall 2022 Term C – on time
- Fall Intersession 2022 – missed
- Spring 2023 – on time
- Spring 2023 Term B – on time
- Spring 2023 Term C – on time
- Spring Intersession 2023 – missed
- Summer 2023 – on time
- Summer 2023 Term B – on time
- Summer 2023 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 22-23 Make course evaluations available online in a consistent, efficient manner.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **IR 22-23 Overall Data Gathering and Reporting**

### **Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

### **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 2021-2022, this objective was met.

For AY 2022-2023, 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 2022 actions and reports (attached below as: Scheduled Jobs Fall 2022)
- Fall 2022 intersession actions and reports (attached below as: Scheduled Jobs FAIS 2022)
- Spring 2023 actions and reports (attached below as: Scheduled Jobs Spring 2023)
- Spring 2023 intersession actions and reports (attached below as: Scheduled Jobs SPIS 2023)
- Summer 2023 actions and reports (attached below as: Scheduled Jobs Summer 2023)

Since the actions and reports were completed in a timely fashion, this objective was met.

### **Improvement Plan/ Changes Made:**

Continue to monitor as we move forward.

#### Attached Files

[Scheduled Jobs Fall 2022.pdf](#)

[Scheduled Jobs FAIS 2022.pdf](#)

[Scheduled Jobs Spring 2023.pdf](#)

[Scheduled Jobs SPIS 2023.pdf](#)

[Scheduled Jobs Summer 2023.pdf](#)

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

IR 22-23 Provide the campus at large with access to timely reporting information.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**IR 22-23 Reduce Open Time of Service Requests****Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

**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 a success.

Attached Files

[20150701 - 20180630 - SR Categories with the longest SRs times.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, the time to complete Service Requests averaged out to approximately 25.94 hours with n=1,168 (see file attached for timing on each of the areas utilized for the calculation).

Since the observed 25.94 hours < 45 hours benchmarked, Objective 2.2 was met.

**Improvement Plan/ Changes Made:**

It is important to note that OIT maintained staffing levels during the reporting period within the team.

Attached Files

[20220701 - 20230630 - SR Categories with the longest SRs times.pdf](#)

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

IR 22-23 Provide the campus at large with access to timely reporting information.

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## LSU Eunice Police and Campus Security

### **POLIC 22-23 Install surveillance cameras**

#### **Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

#### **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 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

#### **Improvement Plan/ Changes Made:**

n/a

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

##### **RELATED ITEM LEVEL 1**

POLIC 22-23 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**POLIC 22-23 Publish Annual Security and Fire Report (Clery Act)****Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

POLIC 22-23 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**POLIC 22-23 Patrol-Fac/Staff/Student Surveys**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

**Objective With Intended Outcomes:**

New Objective: Campus constituencies (faculty, staff, and students) will be satisfied that the campus is safe and secure.

Old Objective: Campus constituencies (faculty, staff, and students) will view the campus as safe and secure.

Rationale: Viewing is difficult to assess so the phrase was changed to "be satisfied" to better reflect the survey language.

**Assessment/Evaluation/Measures/Strategies:****Student Satisfaction**

The Noel-Levitz Student Satisfaction Inventory will be administered during the spring 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 2022-2023, 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 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."

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

The benchmark will be satisfied or greater (result  $\geq 6.00$ ) or  $\geq$  the combined national means for the two questions. This year's results national means were:  $\bar{x}_4 = 5.99$ ;  $\bar{x}_{13} = 6.29$  with  $\bar{x}_{\text{both}} = 6.14$  with  $n = 59,057$  (see NL Sequential PDF file in the progress report).

### **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 weighted mean ( $\bar{x}$  = 4.07) of the past six spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last seven 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
2022	3.9	36
weighted means	4.07	152

### 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 ( $\bar{x}$  = 3.77) of the past six spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last seven years (see Table 3).

Table 3. Staff Satisfaction Based on Question #21.		
Spring	Q21	n
2017	3.6	52
2018	4.0	40
2019	3.7	27
2020	4.0	44
2021	3.9	47
2022	3.5	50
weighted means	3.77	260

Meeting or exceeding two of the three benchmarks discussed above is considered success.

Attached Files

[9-21-20 Email on NL Methodology \(1\).pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023,

**Students**

following manner (see student satisfaction survey below):

- Overall all sites  $\bar{x}_4 = 6.09$ ;  $\bar{x}_{13} = 6.45$  with  $\bar{x}_{\text{both}} = 6.27$  and  $n = 419$  (Compared to  $\bar{x}_{\text{AY 2021-2022}} = 6.24$  with  $n = 356$ )
- LSUE face-to-face  $\bar{x}_4 = 5.91$ ;  $\bar{x}_{13} = 6.33$  with  $\bar{x}_{\text{both}} = 6.12$  and  $n = 224$
- LSUA face-to-face  $\bar{x}_4 = 7.00$ ;  $\bar{x}_{13} = 7.00$  with  $\bar{x}_{\text{both}} = 7.00$  and  $n = 4$
- Dual enrollment < 50% of a program  $\bar{x}_4 = 6.75$ ;  $\bar{x}_{13} = 6.91$  with  $\bar{x}_{\text{both}} = 6.83$  and  $n = 19$
- 8-week and 16-week Online  $\bar{x}_4 = 6.28$ ;  $\bar{x}_{13} = 6.66$  with  $\bar{x}_{\text{both}} = 6.47$  and  $n = 121$
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}_4 = 6.50$ ;  $\bar{x}_{13} = 6.54$  with  $\bar{x}_{\text{both}} = 6.52$  and  $n = 15$

The data above suggests students at all sites agree with responding quickly and the sites being safe and secure with one exception at the LSUE face-to-face site. Question 4 had a mean of 5.91 suggesting that most students were satisfied given the standard deviation of 1.34. The mean of 5.91 from spring 2023 is an increase of 0.03 of a point from the mean of 5.88 from spring 2022.

Given that the overall combined mean of 6.27 (and the fact that the individual questions were  $> 6.00$ )  $>$  than the 6.00 for satisfied and  $>$  than the combined national mean of 6.14, this objective is met.

### **Faculty**

Next, the faculty spring 2023 survey was distributed electronically in April. The response was from 23 (39.7%) of the 58 eligible faculty. The response to question 31 yielded a mean of 4.2 overall with one faculty member responding n/a (see faculty survey PDF file below).

Given that the observed value of 4.2  $>$  agree at 4.00 or the historical benchmark of 4.07, this part of the objective is met.

### **Staff**

The staff survey was distributed electronically in April 2023. In all, 31 (38.8%) of the 80 staff members responded to the survey (see attached Staff Survey...file below). Question 21 had a mean of 3.8 with one staff member choosing N/A.

Given that the observed mean of 3.8  $>$  the benchmark of 4.0 (agree) or 3.77 (historical mean), this objective is met.

### **Summary**

Given that the objective

- was met with student data,
- was met by faculty data, and
- was met by staff data compared to the historical mean

this objective is met.

### Attached Files

[Staff Survey Sp 2023 Patrol.pdf](#)

[Faculty Survey Sp 2023 Patrol.pdf](#)

[NL-SequentialSite Patrol.pdf](#)

### **Improvement Plan/ Changes Made:**

An improvement plan was not discussed due to the workload associated with reaffirmation.

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

**RELATED ITEM LEVEL 1**

POLIC 22-23 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

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

**POLIC 22-23 Parking-Student Satisfaction**

**Objective Number: 2.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

**Objective With Intended Outcomes:**

New objective: Students will be satisfied with the security and amount of parking.

Old objective: Campus Security will patrol and monitor parking areas.

Rationale: The original objective does not state a measurable objective for student satisfaction and the revised objective better represents the questions asked.

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

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the Spring 2023 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 2022-2023, 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.

Noel Levitz Student Satisfaction Survey given each spring benchmarked against the national average.

- #10= Parking lots are well lit and secure. **National** average for Spring 2023 = 5.96 (see left column of NL survey results attached below).
- #21= The amount of student parking space on campus is adequate. **National** average is 5.59.
- Averaging the two yields 5.775. Meeting or exceeding the national average of 5.775 or agreeable (6.00) will be considered as meeting this objective.

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

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very Satisfied

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, a total of 419 (15.0%) of the 2,790 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). In terms of satisfaction, students scored the parking questions number 10 and 21 in the following manner:

- Overall all sites  $\bar{x}_{10} = 6.16$ ;  $\bar{x}_{21} = 6.01$  with  $\bar{x}_{\text{both}} = 6.085$  and  $n = 419$  (Compared to AY 2021-2022 = 6.18 with  $n = 356$ )

- LSUE face-to-face  $\bar{x}_{10} = 6.10$ ;  $\bar{x}_{21} = 5.90$  with  $\bar{x}_{\text{both}} = 6.00$  and  $n = 224$
- LSUA face-to-face  $\bar{x}_{10} = 5.33$ ;  $\bar{x}_{21} = 5.50$  with  $\bar{x}_{\text{both}} = 5.415$  and  $n = 4$
- Dual enrollment < 50% of a program  $\bar{x}_{10} = 5.92$ ;  $\bar{x}_{21} = 5.60$  with  $\bar{x}_{\text{both}} = 5.76$  and  $n = 19$
- 8-week and 16-week Online  $\bar{x}_{10} = 6.31$ ;  $\bar{x}_{21} = 6.32$  with  $\bar{x}_{\text{both}} = 6.315$  and  $n = 121$
- Ochsner Lafayette General Orthopedic Hospital  $\bar{x}_{10} = 6.25$ ;  $\bar{x}_{21} = 6.50$  with  $\bar{x}_{\text{both}} = 6.375$  and  $n = 15$

The results indicate that LSUE students are relatively satisfied with both questions and that LSUA students ( $n = 4$ ) are between somewhat satisfied and satisfied. The 19 high school dual enrollment students felt the same way as did the four LSUA students, but please keep in mind that LSUE does not control or patrol those sites; they each have their own police. Both online and Ochsner students are satisfied. The online students being satisfied is rather interesting because they are usually on-campus infrequently, if at all.

Given the individual site results, the spring 2023 mean of the two overall results is 6.085 compared to 6.18 from spring 2022. Given that the overall combined mean of 6.085 > the established benchmark of 6.00 and the combined national average of 5.775, this objective is met.

Attached Files

[NL-Sequential Site Parking.pdf](#)

#### **Improvement Plan/ Changes Made:**

The Director of IE recommends that this objective be monitored into AY 2023-2024 because a major construction project is about to begin on the south side of campus that might impact two parking lots that server that section of campus.

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

##### **RELATED ITEM LEVEL 1**

POLIC 22-23 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

##### **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
3. Expand Partnerships

#### 4. Culture of Continuous Improvement

### **POLIC 22-23 Emergency Response Training**

#### **Objective Number: 3.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

#### **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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

#### **Improvement Plan/ Changes Made:**

n/a

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

##### **RELATED ITEM LEVEL 1**

POLIC 22-23 Provide regular training in emergency response procedures to campus personnel

Goal Number: 3

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

##### **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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Public Affairs

### PR 22-23 Marketing and Advertising

#### Objective Number: 1.1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Public Affairs

#### 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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, graphic advertisements were placed in various social mediums in addition to an aggressive billboard campaign in targeted markets through the south Louisiana region. LSU Eunice also secured video advertisements in digital mediums such as Facebook, Instagram, digital streaming devices and traditional television.

As a result, the LSU Eunice social media channels created a significant increase in engagement and click-through rate compared to the same time period of aggressive marketing during heavy months of recruiting efforts (March-August). For instance, the attached PDF notes that LSU Eunice saw an impression increase of 190.68% and click rate increase of 80.88% for similar static graphic advertisements placed one year ago.

This year, LSU Eunice saw all-time records set for headcount and applications in the fall semester, thanks in large part to the increased visibility of the LSU Eunice brand through these marketing efforts.

Given the statistics, this objective is met.

Attached Files

[Social Traffic Comparison.pdf](#)

**Improvement Plan/ Changes Made:**

The Department of Public Affairs will continue to create more video-based marketing materials, geared towards the experiences of students, faculty, and staff at LSU Eunice. In addition, the department will continue an approach of more program-specific material to attract students.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

PR 22-23 Develop and implement a comprehensive marketing and advertising plan.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Public Affairs

Budget Information: The budget currently exists, no new funds requested.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**PR 22-23 Marketing and Visibility - Social Media Plan**

**Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Provided By: Public Affairs

**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 consistency in messages leaving the university.

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

For AY 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, graphic advertisements were placed in various social mediums. LSU Eunice also secured video advertisements in digital mediums such as Facebook, Instagram, digital streaming devices and traditional television.

As a result, the LSU Eunice social media channels created a significant increase in engagement and click-through rate compared to the same time period of aggressive marketing during heavy months of recruiting efforts (March-August). For instance, the attached PDF notes that LSUE saw an impression increase of 190.68% and click rate increase of 80.88% for similar static graphic advertisements placed one year ago.

This year, LSUE saw all-time records set for headcount and applications in the fall semester, thanks in large part to the increased visibility of the LSU Eunice brand through these marketing efforts.

Given the statistics, this objective is met.

Attached Files

[Social Traffic Comparison.pdf](#)

**Improvement Plan/ Changes Made:**

LSU Eunice will continue its partnership with The Advocate to aid in strategic placement of advertisements and marketing materials on LSUE's various social media platforms and Advocate-owned properties. The department will continue its shift towards testimonial-style advertising, in addition to a heightened emphasis on program-specific messaging.

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

PR 22-23 Develop and implement a comprehensive marketing and advertising plan.

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Completed  
 Provided By: Public Affairs  
 Budget Information: The budget currently exists, no new funds requested.

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## Title IX

### Title IX 22-23 Compliance

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Title IX

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

Title IX 22-23 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

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: Title IX

Budget Information: none (existing)

**RELATED ITEM LEVEL 2**

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

1. Ensure Access
2. Student Success
3. Partnerships
4. Improvement

**University Advancement / LSUE Foundation**

**UAF 22-23 Bylaw Revision**

**Objective Number: 1.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

UAF 22-23 Implement Board Policies and Procedures

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**UAF 22-23 Campus Policy Revisions**

**Objective Number: 1.2**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

**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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

UAF 22-23 Implement Board Policies and Procedures

Goal Number: 1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

**UAF 22-23 Secure resources****Objective Number: 2.1**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

**Provided By: University Advancement / LSUE Foundation****Objective With Intended Outcomes:**

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2023. 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 2021-2022, this objective was met.

For AY 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

**Improvement Plan/ Changes Made:**

n/a

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

UAF 22-23 Generate FY Increases in Revenue

Goal Number: 2

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

**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
3. Expand Partnerships
4. Culture of Continuous Improvement

## **X. General Education Objectives**

### **LSU Eunice General Education Committee Meeting Minutes**

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2023.

### **AY 2022-2023 General Education Objectives and Outcomes General Education Summary**

March 11, 2024

The following report summaries LSU Eunice's General Education Outcomes for AY 2022-2023. Each of the outcomes are assigned to their primary General Education Objective. Note that the planning system is online, and that the supporting documentation is referred to in the document, but it no longer downloads for security and privacy reasons. Those authorized to view them in the planning system have authorization to do so.

### **General Education Objectives: Relationships to LSU Eunice Strategic Goals**

For the General Education Objectives, An LSU Eunice graduate will

1. demonstrate effective communication of complex knowledge and ideas.
2. use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. demonstrate an aesthetic and historical understanding of the arts. is linked to each of the LSU Eunice Strategic Goals:

Each of the General Education Objectives has a relationship upward to each of LSU Eunice's Strategic Goals which are to serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. ensure student access
2. strengthen student success
3. expand partnerships
4. demonstrate a culture of continuous improvement.

## Academic Affairs

### General Education Outcome 1: Communication

#### Strategic Goals

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.

#### **GE 1. Communication-General Education Description:**

**An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Providing Department: Academic Affairs

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

##### **RELATED ITEM LEVEL 1**

##### **22-23 GE-Written Communication - ENGL 1001-1002**

**Objective Number:** 1.11

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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)

#### **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 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

### **Improvement Plan/ Changes Made:**

n/a

### **RELATED ITEM LEVEL 1**

**22-23 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**

**Objective Number:** 1.12

Start: 11/1/2022

End: 10/31/2023

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 2016-2017 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 2021-2022, this objective was met.

For AY 2022-2023, the report is based on new first-time students enrolling during 2016-2017 (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 November 17, 2023 so it did include results from summer 2023. The completed report included the National Student Clearinghouse Six-Year Total Graduation Rate data. Overall, there were 412

new first-time students enrolling in ENGL 0001 with 362 (87.9%) of them completing ENGL 0001 (see Table 1). From there, 318 (87.8%) of the 362 registered for the first general education English Composition (ENGL 1001) course with 271 (74.9%) 362 successfully completing it.

Table 1. Indirect Assessment: Completion of the First GE English Course (ENGL 1001) with a D or Higher for Students Completing DE English (ENGL 0001) with a C or Higher.

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
1617	412	362	318	271	87.8	74.9

Given that

- the observed value for students enrolling in GE English = 87.8% > the national report's benchmark of 85.3% and
- the observed value for students completing GE English with a D or better = 74.9% < the national report's benchmark of 77.5%

this objective is partially met.

**Improvement Plan/ Changes Made:**

The State of Louisiana has moved away from standalone developmental education courses in favor of corequisite courses whereby the default enrollment is general education English Composition. Students needing extra support similar to the 412 students noted above are enrolled in a support course. Both courses are worth three credit hours (see attached mandate from the State of Louisiana and the Quality Enhancement Plan Submitted to SACSCOC at the beginning of October 2023).

Attached Files

[AA-2.18-BOR-Initial-Placement.pdf](#)  
[LSUE-QEP-8-20-2023.pdf](#)

**RELATED ITEM LEVEL 1**

**22-23 GE-Library Research Tools**

**Objective Number:** 1.13

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

## **General Education Outcome 2: Computation**

### **Strategic Goals**

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

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

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

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

**GE 2: Computation-General Education Description: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Providing Department: Academic Affairs

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

#### **RELATED ITEM LEVEL 1**

**22-23 Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra**

**Objective Number: 2.21 Mathematics**

Start: 11/1/2022

End: 10/31/2023

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.

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 toward 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

#### **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 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Mathematics for Elementary School Teachers (MATH 1018)**

**Objective Number:** 2.22 Mathematics

Start: 11/1/2022

End: 10/31/2023

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. MATH 1018 (Mathematics for Elementary School Teachers) will be used to assess this outcome.

The syllabus 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.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Mathematics - Statistics (MATH 1425)**

**Objective Number:** 2.23 Mathematics

Start: 11/1/2022

End: 10/31/2023

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. 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.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Mathematics - Plane Trigonometry (MATH 1022)**

**Objective Number:** 2.24 Mathematics

Start: 11/1/2022

End: 10/31/2023

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 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).

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

#### **RELATED ITEM LEVEL 1**

#### **22-23 Competency in Mathematics - Precalculus (MATH 1023)**

**Objective Number:** 2.25 Mathematics

Start: 11/1/2022

End: 10/31/2023

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:

- 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 2021-2022, this objective was delayed because the course was not offered.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**

**Objective Number:** 2.26 Mathematics

Start: 11/1/2022

End: 10/31/2023

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. MATH 1431 (Calculus with Business and Economic Applications) will be used to assess this outcome.

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)

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1****22-23 Competency in Mathematics - Analytic Geometry and Calculus I (MATH 1550)**

**Objective Number:** 2.27

Start: 11/1/2022

End: 10/31/2023

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. The student learning outcomes (SLOs) in MATH 1550 (Analytic Geometry and Calculus I) will be used to assess this outcome.

The 2022-2023 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.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

#### **RELATED ITEM LEVEL 1**

#### **22-23 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)**

**Objective Number:** 2.28 Mathematics - DE to GE

Start: 11/1/2022

End: 10/31/2023

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 2016-2017 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 2021-2022, this objective was met.

For AY 2022-2023, 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 November 16, 2023. As a result, there may be some students completing GE mathematics in summer 2023. The results in Table 1 indicate that of the new first-time students taking a DE mathematics course in AY 2016-2017, a total of 490 students enrolled in MATH 0002 with 406 (82.9%) completing it. Further, 361 (88.9%) of the 406 students enrolled in one of the GE mathematics courses, with 349 (86.0%) of the 361 successfully completed it with a D or better.

Table 1. Indirect Assessment: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher.

AY	Enrolled DE Math	Completed DE Math with a C or Higher	Enrolled GE Math	Completed GE Math with a D or Higher	Percent Enrolled in GE Math	Percent Earning Credit in GE Math
1213	337	244	230	191	94.3	78.3
1314	404	310	263	219	84.8	70.6
1415	449	323	287	239	88.9	74.0
1516	436	374	343	308	91.7	82.4
1617	490	406	361	349	88.9	86.0

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 = 88.9% > the NCES value of 71.1% and
- the observed value for completing GE mathematics = 86.0% > the NCES value of 61.7%

this objective is met.

**Improvement Plan/ Changes Made:**

The State of Louisiana has moved away from standalone developmental education courses in favor of corequisite courses whereby the default enrollment is general education English Composition. Students needing extra support similar to the 490 students noted above are enrolled in a support course. Both courses are worth three credit hours (see attached mandate from the State of Louisiana and the Quality Enhancement Plan Submitted to SACSCOC at the beginning of October 2023).

Attached Files

[AA-2.18-BOR-Initial-Placement.pdf](#)

[LSUE-QEP-8-20-2023.pdf](#)

**RELATED ITEM LEVEL 1**

**22-23 GE-Critical Thinking**

**Objective Number:** 2.29

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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 2022-2023 (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 2022-2023, 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 2022-2023 = 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**General Education Outcome 3: Natural Sciences**

**Strategic Goals**

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

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

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

**GE 3. Natural Science-General Education Description: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Providing Department: Academic Affairs

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**22-23 Competency in Biology I**

**Objective Number:** 2.31 Biological Science

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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, 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.

**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 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was not met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Biology II**

**Objective Number:** 2.32 Biological Science

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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 2021-2022, this objective was not met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competency in Physical Science**

**Objective Number:** 2.33 Physical Science

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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 2021-2022, this objective was not met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Competence in Chemistry I**

**Objective Number:** 2.34 Chemistry

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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 2021-2022, this objective was not met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**General Education Outcome 4: Humanities**

**Strategic Goals**

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

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

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

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

**GE 4. Humanities-General Education Description: An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Providing Department: Academic Affairs

**RELATED ITEMS-----**

**RELATED ITEM LEVEL 1**

**22-23 GE-History**

**Objective Number:** 2.41

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

### **RELATED ITEM LEVEL 1**

#### **22-23 GE-Speech Communication**

**Objective Number:** 2.42

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

### **RELATED ITEM LEVEL 1**

**22-23 GE-Humanities - ENGL 2071/2072**

**Objective Number:** 2.43

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

- ENGL 2071 - American Literature I: Forging a Nation

- ENGL 2072 - American Literature II: Coming of Age

SLOs according to the syllabus for ENGL 2071 and the syllabus for ENGL 2072 are upon successful completion of this course, the student will:

1. identify significant writers of the period and their works.
2. demonstrate an understanding of the influence of society and historical change on the individual works.

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

All students in the course at the time of the SLO assessment will be assessed (i.e. no sampling).

For AY 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 GE-Foreign Language (French)**

**Objective Number:** 2.44

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

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

All **students will be assessed at all sites** (i.e. no sampling). For AY 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**General Education Outcome 5: Social Sciences****Strategic Goals**

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

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

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

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

**GE 5. Social Sciences-General Education Description: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.**

Start: 11/1/2022

End: 10/31/2023

Progress: Completed

Providing Department: Academic Affairs

**RELATED ITEMS-----****RELATED ITEM LEVEL 1****22-23 GE-Psychology**

**Objective Number:** 2.51

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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).

The SLOs for Introduction to Psychology PSYC 2000 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspectives in psychology.
2. major fields of study in psychology.
3. the major goals of the study of psychology.

The SLOs for Educational Psychology PSYC 2060 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspectives in educational psychology.
2. how various psychological factors impact the educational process.
3. critical concepts in educational psychology.

The SLOs for Developmental Psychology of the Life Span PSYC 2070 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspective in developmental psychology.
2. critical concepts in developmental psychology.
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology.

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

The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) are selected as the primary assessment tools since they are the vast majority of the Psychology courses offered during any academic year.

All students in the course sections will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members (i.e. no sampling).

For each course, the outcomes will be assessed using one or more of the following methods:

- comprehensive final exam (selected questions)
- selected questions on tests administered throughout the semester
- written assignment(s)

For AY 2022-2023, 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  $\pm 5$  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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 GE-Sociology**

**Objective Number:** 2.52

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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:

- A. an understanding of sociological theory
- B. an understanding of sociological methodology

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

An internal direct assessment will take place in both courses in **all sections** (i.e. no sampling). For AY 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 GE-Political Science**

Objective Number: 2.53

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

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.

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

All students (i.e. no sampling) at all sites where the course is offered will be directly assessed. For AY 2022-2023, 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.

Attached Files

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

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 Completion of GE English Composition from College Reading (UNIV 0008)**

**Objective Number:** 2.54

**Start:** 11/1/2022

End: 10/31/2023

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 2016-2017 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 2021-2022, this objective was met.

For AY 2022-2023, 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 November 16, 2023. As a result, some students may have completed ENGL 1001 in summer 2023. The results in Table 1 indicate that 180 students

enrolled in the developmental reading course with 146 (81.1%) completing it in AY 2016-2017. Further, 105 (71.9%) of the 146 students enrolled in ENGL 1001 and 93 (63.7%) of the 93 successfully completed it with a D or better.

Table 1. Indirect Assessment: Completion of the First GE English Composition Course with a D or Higher for Students Completing DE Reading (UNIV 0008) with a C or Higher.

AY	Enrolled DE Reading	Completed DE Reading with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credits in GE English
1314	150	122	110	101	90.2	82.8
1415	152	139	133	117	95.7	84.2
1516	145	126	126	118	100.0	93.7
1617	180	146	105	93	71.9	63.7

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 using the NCES methodology, but then decreased during AY 2016-2017.

Given that

- the observed value for students enrolling in GE English = 71.9% < the national report's benchmark of 85.3% and
- the observed value for students completing GE English with a D or better = 63.7% < the national report's benchmark of 77.5%

this objective is not met.

**Improvement Plan/ Changes Made:**

Given the new model from the state mandating the elimination of all developmental courses, UNIV 0008 is no longer offered (see updated Academic Affairs Policy 2.18 below). The UNIV 1005 course (Orientation to University Studies) has been reworked to offer a reading component to increase reading competency. The reworking of UNIV 1005 is briefly discussed in LSU Eunice's 2023 Quality Enhancement Plan (see the second line of the Table on page 35 of the attached QEP document).

Attached Files

[LSUE-QEP-8-20-2023.pdf](#)

[AA-2.18-BOR-Initial-Placement.pdf](#)

**RELATED ITEM LEVEL 1**

**22-23 GE-Geography**

**Objective Number:** 2.55

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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 syllabus used for both online sections **(full 16-week term and 8-week term)**.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 General Education Economics**

**Objective Number:** 9.1

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to reaffirmation.

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

**General Education Outcome 6: Art**

**Strategic Goals**

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

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

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

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

**GE 6. Art-General Education Description: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.**

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

Providing Department: Academic Affairs

**RELATED ITEM LEVEL 1**

**22-23 GE-Art**

**Objective Number:** 2.61

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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.

**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 2022-2023, 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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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

**RELATED ITEM LEVEL 1**

**22-23 GE-Art (Music Appreciation)**

**Objective Number:** 2.62

Start: 11/1/2022

End: 10/31/2023

Progress: Delayed

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).

**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 2022-2023, 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 2022-2023 (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 2021-2022, this objective was met.

For AY 2022-2023, completion of this objective was delayed due to reaffirmation.

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