



December 11, 2025

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Executive Director, Institutional Effectiveness and Accreditation

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I. About this Document

November 29, 2025

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 increase student learning, the effort to increase effectiveness overall, and reaffirming the institution's mission through systematic planning. Throughout the document, the highlighted text is meant to draw the reader's attention to compliance with specific SACSCOC requirements. The text in many places in [Section V](#) and [Section VI](#) 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 2024-2025 contains several sections that mirror the processes used throughout the year. These include

1. [Section III](#): Summary Reporting Forms and their transmission to the Chancellor. These reports summarize the most important outcomes met and outcomes not met in each department. Department heads are given a few minutes at an extended cabinet meeting to discuss their results and respond to any questions. This is the step at which extended cabinet is asked if they believe, based on the data in the summary reporting forms, the strategic goals and mission statement are being met.
2. [Section IV](#): Outcomes not met. For AY 2024-2025, 24 (8.5%) of the 284 goals and objectives were not met for various reasons. This section details the department, objectives, and improvement plan.
3. [Section V](#): Assessment Plan Goals and Objectives for all Departments across campus including all academic programs. This section includes the details for each objective including the details for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals they are contained in. This allows the reader to trace each department's Assessment Plan Objective to its Assessment Plan Goal, then to LSU Eunice's 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 goals.
4. [Section VI](#): General Education Outcomes for all students enrolled. Similar to [Section V](#), this section includes the details for each objective for all of the General Education Outcomes, especially those for English and mathematics given that they are the focus of the SACSCOC Quality Enhancement Plan.
5. [Section VII](#): Student Achievement. This section is new and details the information that is used in SACSCOC Standard 8.1 including the Key Student Completion Indicator.
6. [Section VIII](#): Assessment Plans for Digital Skills Assessment. This section is new and is meant to report data for the Achieving the Dream grant on digital skills; this being a major part of the grant work.

This data was compiled by Dr. Paul Fowler, Executive Director of Institutional Effectiveness and SACSCOC Accreditation Liaison and Tanva Huval, the administrative assistant for the department. Various department heads were instrumental to the completion of this document as well. Questions may be directed to pfowler@lsue.edu or 337-550-1433.

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III. Summary Reporting Forms (SRFs)

Chancellor's Expanded Cabinet Partial Meeting Minutes

November 12, 2025

Attendance Present:

Chancellor Sorenson, Chancellor
 Dr. Charles Stewart, Interim Vice Chancellor for Academic Affairs and Provost
 Paul Fowler, Executive Director of Institutional Effectiveness & Accreditation
 Jamie Funk, Assistant Manager, Business Affairs Operations
 Carey Lawson, Associate Vice Chancellor of Univ Advancement & Executive Dir of the LSUE Foundation
 Courtney Fruge, Human Resources Manager
 Stephen Heyward, Director of Information Technology
 Dean Billy Fontenot, Interim Dean, Division of Arts and Sciences
 Dr. Cheryl Fruge, Dean of Student Engagement
 Cassie Jobe-Ganucheau, Executive Director of Library & Student Support Services
 Alisha Fontenot, Director of Dual Enrollment and LSUE Academy
 Travis Webb, Director of Strategic Communication
 Donnie Thibodeaux, Dean of Enrollment Management
 Audwin Donatto, Vice Chancellor of Business Affairs
 Douglas Narby, Special Assistant to the Chancellor, Associate Professor of Psychology
 Bonnie Flavin, Assistant to the Chancellor
 Rachelle Brown, Instructor, Communications, Faculty Senate Chairperson
 Chad Jones, Director of Outreach and Recruiting

Attendance, Not Present

Dean Kristie Leger, Dean, Div of Health Sciences, Business, Technology, & Public Protection & Safety
 Jeff Willis, Director of Athletics
 Melonie Ceaser, Interim Director of Facility Services and Safety Coordinator
 Capt. Cory Lalonde, Director of Police
 Virginia Shiver, Director of Workforce Innovation and Continuing Education
 Victoria Throop, Director of Housing and Residence Education

Summary

The meeting reviewed progress across various departments against established objectives and benchmarks, with most areas meeting or exceeding their targets in areas like academic performance, student retention, and facility satisfaction. Updates were provided on institutional effectiveness goals, including student graduation rates, marketing interactions, and Title IX training completion rates. The conversation ended with announcements about leadership changes, upcoming events, and progress on system implementations, including the Workday Student System and new advertising initiatives.

Institutional Effectiveness Department Progress and Benchmarks Review

The meeting focused on institutional effectiveness, specifically the summary reporting forms (SRFs). Each department presented their summary and any additional issues dealing with planning and institutional effectiveness.

Dr. Stewart reported on Academic Affairs, noting that while they met the overall completers benchmark, they fell slightly below the retention rate target but still performed better than most Louisiana schools. Arts and Sciences reported meeting written communication and math competency objectives, though math scores were close to the target. Nursing reported an 88.6% NCLEX pass rate, exceeding the 80% benchmark, while medical billing and coding showed a partially met rate of 40.91% for placement. Dual

enrollment met both objectives, with a GPA exceeding that of first-time students. The library reported faculty satisfaction with services, while student support services exceeded the advising satisfaction benchmark. Student Affairs noted high in-room occupancy but did not meet the financial aid satisfaction objective. Achieving the Dream goals were met, and athletics reported exceeding the GPA and winning percentage targets. Business Affairs reported mixed results, with only one objective met regarding customer-friendly atmosphere, while other areas like human resources and purchasing satisfaction fell short of targets.

Institutional Effectiveness Faculty Satisfaction and System Updates

The meeting discussed progress and objectives related to faculty satisfaction, facility improvements, and IT system implementations. Discussion on the representation of full-time faculty in surveys, aiming for a 40% statistical target. Facility services reported increased faculty satisfaction with a 4.6 score, exceeding the benchmark of 4.0, and outlined ongoing projects including the baseball stadium Phase 1 and Manuel Hall Phase 2. The Office of Information Technology highlights the successful implementation of the Workday Student System and the new identity and access management system, noting the cooperation with LSU as a significant benefit.

Institutional Effectiveness Progress Updates

The meeting covered updates on various institutional effectiveness (IE) objectives and progress. Key points included the completion of routine SACCOC reports, achievement of a 43.59% six year total graduation rate exceeding the goal of 39%, and improvements in marketing interactions despite reaching fewer people. The Title IX training had an 81.7% completion rate, with plans to increase it to 100% and develop more campus activities. Revenue objectives were met, including restarting the Community Partner Program and submitting and receiving three grants. The team completed IE work for 2024-25 and planned to post updates online.

After presenting the summary reporting forms for AY 2024-2025, Paul Fowler asked expanded cabinet to accept the report. He explained that accepting the report meant that LSU Eunice is meeting the stated strategic goals and mission. Charles Stewart motioned to accept the Summary Reporting Forms with a second by Billy Fontenot. Fowler then asked if there was any further discussion; there was none. This was followed by asking if there was any dissent; there was none. The university is meeting its mission and strategic goals, according to the information reviewed.

November 12, 2025, Chancellor's Expanded Cabinet Agenda (SRFs)



Expanded Leadership Cabinet Agenda
November 12, 2025
2:30 PM A-127

- 1) Welcome & Updates from Chancellor Sorenson
- 2) Approved minutes 9/24/2025
- 3) Academic Affairs- Dr. Stewart
 - a) Meauxmentum updates
 - b) Meauxmentum Summit will take place at the Cajun Dome in Lafayette on February 4-5 and the last day to register is January 20.
 - c) LSUE's Meauxmentum Scholars for this academic year 2025-26
 - i) Robert Jones – English – Returning
 - ii) Lacey Thibodeaux – Math
 - iii) Ashley Green – Rad Tech
 - iv) Lisa LaFleur – Nursing
- 4) Institutional Effectiveness
 - a) Summary reporting forms (SRFs) turned in from across campus (see attached memo to the Chancellor and the completed SRF forms attached as pdfs).
 - b) Each department will have 5-7 minutes to present their summary.
 - c) Departments should also speak to any additional issues in their departments dealing with planning and institutional effectiveness
 - d) summaries will be posted on the IE website when the written report has been completed.
 - e) Upon the end of the meeting, the following will be asked: Do you feel as if LSU Eunice is meeting
 - i) its mission
 - ii) and strategic goals with the understanding that the mission and goals are under review as part of the strategic planning process.
 - f) The action at Extended Cabinet will conclude all administrative actions for the AY 2024-2025 Institutional Effectiveness planning cycle.

SRFs Transmitted to the Chancellor



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

Date: October 23, 2025
To: Dr. Nancee Sorenson, Chancellor
From: Dr. Paul Fowler, Executive Director of Institutional Effectiveness and Accreditation
RE: Transmittal of AY 2024-2025 IE Summary Reporting Forms (SRFs) to Extended Cabinet

Attached as a PDF you will find the Institutional Effectiveness Summary Reporting Forms for AY 2024-2025. The forms will be copied to Extended Cabinet for their review, and I ask that we consider them at the meeting on Wednesday November 12, 2025, if possible. Please remember that the SRF reviews take up much of the meeting. Per our conversation from January 18, 2023, the SRFs will be considered by Extended Cabinet instead of Administrative Council because it is more active meeting every other week and more representative of all campus departments.

The following Divisions/Departments are included:

1. Academic Affairs
 - a. Division of Arts and Sciences
 - b. Division of Health Sciences, Business Technology, and Public Protection and Safety
 - c. Dual Enrollment and LSUE Academy
 - d. LeDoux Library
 - e. Student Success Center
 - f. Student Affairs
2. Achieving the Dream
3. Athletics
4. Business Affairs
5. Facility Services
6. Information Technology and Institutional Research
7. Institutional Effectiveness
8. LSU Eunice Police and Campus Security (no report)
9. Public Affairs
10. Title IX
11. University Advancement / LSUE Foundation – no report

If accepted by the Extended Cabinet, I will then ask if they feel as if LSU Eunice is meeting its mission and strategic goals with the understanding that the mission and goals are under review as part of the strategic planning process. The action at Extended Cabinet will conclude all administrative actions for the AY 2024-2025 Institutional Effectiveness planning cycle. My office will then work to assemble and format the report to be printed and posted on the website.

Please contact me if you have any questions.

Thank you.

SRFs Report

Forward

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

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

the Institutional Effectiveness Summary Reporting Forms for AY 2024-2025 are contained in this document for Extended Cabinet's consideration. The Summary Reporting Forms represent a summary of the institutional effectiveness efforts during AY 2024-2025.

If accepted, the Extended Cabinet will be asked if they believe that LSU Eunice is meeting its mission and strategic goals. This is with the understanding that the mission and goals are under review as part of the strategic planning process. The action at Extended Cabinet will conclude all administrative actions for the AY 2024-2025 Institutional Effectiveness planning cycle.

Current Board Approved Mission from 2003

Louisiana State University Eunice, a campus of Louisiana State University, is a comprehensive, open admissions institution of higher education. LSUE is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University Eunice offers associate degrees, technical diplomas, certificates, and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional, and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice.

Mission from the Strategic Planning Committee 2025

Louisiana State University at Eunice empowers individuals and strengthens communities through responsive, innovative, and partnership-driven initiatives fostering academic excellence and workforce readiness to build brighter futures for Louisiana.

Strategic Goals

To prepare Louisiana's workforce while promoting academic excellence, LSU Eunice seeks to

1. Ensure student access,
2. Strengthen student success,
3. Expand partnerships, and
4. Demonstrate a culture of continuous improvement.

Planning Unit: Academic Affairs

Assessment Year: 2024-2025

Person responsible: Dr. Charles Stewart

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Objective 3.2: LSU Eunice will increase overall completers - associate degree and certificate attainment.

Methodology: Students will complete an associate's degree or a certificate of technical studies at a rate that exceeds the average of the previous fourteen years. Average will be the mean or median - whichever is less. Data is obtained from the Louisiana Board of Regents Reporting System online report entitled "Program-ID CRINTCMP". The mean = 339.1 and the median = 334.0 establishing the benchmarks for AY 2024-2025.

Progress Report: For AY 2024-2025 examining the number of graduates from AY 2023-2024, the Board of Regents "CRINTCMP" Report was run on May 23, 2025. The report showed that LSU Eunice Awarded 283 certificates and 398 associate degrees for a total of 681 awards to 550 students. Given that the observed number of awards = 681 > the mean of 339.1 and the median = 334.0 over the past 13 years, this objective is met.

Improvement Plan: The plan is to keep offering the certificate of general studies.

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

Objective 3.4: LSU Eunice will increase the percentage of first-time students in college, full-time, associate degree-seeking students retained to the second fall in the State of Louisiana.

Methodology: Data is downloaded once a year from the Board of Regents website. The "SPSRETN" report is used for this objective. The benchmark is 65.78% based on 5127 out of 7794 students enrolled from fall 2011 to fall 2012 through fall 2022 to fall 2023.

Progress Report: For AY 2024-2025, the Board of Regents SPSRETN Retention Report was run on March 25, 2025, to determine the retention from fall 2023 to fall 2024. The report indicated that a total of 677 new first-time, full-time associate degree seeking students were admitted in fall 2023 with 314 returning to LSU Eunice and 97 transferring to other institutions within the state of Louisiana. This yields a total of 411 and an overall retention rate of 60.71%. The overall retention for two-year institutions in the State of Louisiana was 53.78%. A total of two two-year institutions had a retention rate higher than LSU Eunice - Fletcher CC 61.31% with original n = 336 and NW LA Technical CC at 64.80% with an n = 125. Given that the observed value of 60.71% < this historical benchmark of 65.78%, this objective is not met.

Improvement Plan: Several actions were suggested related to the corequisite program given that it was implemented in fall 2023:

1. Students needing both English and math corequisites should be enrolled in the English in the initial semester.
2. The students should go to the support course first.
3. Allow students to attend a different course or have a break between the credit bearing and the support course.
4. Note to students that struggling is part of the learning process.

Planning Unit: Arts and Sciences

Assessment Year: 2024-2025

Person responsible: Billy Fontenot

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

General Education Objective 1.11 (24-25 QEP Written Communication ENGL 1001): 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).

Methodology and Benchmark: Two benchmarks were set for each metric—a threshold that the institution does not want to fall below and a goal, which is the target for the given year. An indirect benchmark was set for the college ready ENGL 1001 and the corequisite ENGL 1001T courses.

ENGL 1001 College Ready Threshold is ≥ 70.0 and Goal is ≥ 75.0

ENGL 1001T Corequisite Threshold is ≥ 54.0 and Goal is ≥ 60.0

For ENGL 1001/1001T, Outcome One is assessed using the final exam essay. 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.

Progress Report:

Direct Assessment ENGL 1001: Overall=86; SLO 1=87; SLO 2=94; SLO 3=95; SLO 4=85 with an n=885 from all sites. Given that the observed score in ENGL 1001 = 86 > the established goal of 75, this objective is met.

Direct Assessment ENGL 1001T: Overall=78; SLO 1=78; SLO 2=88; SLO 3=88; SLO 4=77 with an n=346 from all sites. Given that the observed score in ENGL 1001T = 78 > the established goal of 60, this objective is met.

Improvement Plan: Give more examples of cause and effect essays. Include more than one forum discussion per week to facilitate participation. Review and teach grammar specific to areas lacking.

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

Objective 2.25: 24-25 Competency in Mathematics – Calculus with Business and Economic Applications MATH 1431. Students will demonstrate competency in mathematics as required by their curricula.

Methodology: Directly assessed from an 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. Benchmark of 70. Number of students assessed was 27.

Progress Report: Overall, 68; SLO A=76; SLO B=72; SLO C=57 with n=27. Given the observed score of 68% < the established benchmark of 70%, this outcome is not met.

Improvement Plan: Faculty plan to improve outcome C results by going over more examples of application problems geared towards students' majors, emphasizing applications to business and finance such as cost, profit, and revenue. It is hoped that by providing more relevant examples the students will be more engaged and invested in understanding and mastering these concepts.

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

Assessment Year: 2024-2025

Person responsible: Kristie B. Leger

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 2.1 and Methodology: 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). 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

Benchmark: LSBN expectation is that nursing programs will have an 80% or greater for all first-time testers.

Progress Report: Pass rates: Spring 2024 Eunice Cohort - 26/28 or 92.85%, Fall 2024 Lafayette Cohort - 44/51 or 86.27%. Overall, for 2024 - 70/79 or 88.6%. Given that the overall of 88.6% > the benchmark of 80%, this outcome is met.

Improvement: Increase NCLEX Client Needs Areas by 2% for each area and individual cohort NCLEX pass rates by 2% by removing grading criteria from NURS2530 and adding Observation Grading Criteria to the Handbook.

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

Objective 5.2 and Methodology: Upon completion, Medical Billing and Coding Program (MBC) (CTS) majors will either be employed in the field or will continue their education. Graduating students for a given semester are asked to complete a placement survey at graduation.

Benchmark: Two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out. It is expected that at least one of the observed values will exceed at least one of the historical rates. The historical raw benchmark is 24.16% and the historical adjusted benchmark is 43.00% including data from AY 2012-2013 through spring 2023. Given that, an observed value from 21.46% and up to, but not including 43.00%, will be considered partially met while an observed value $\geq 43.00\%$ is considered as met.

Progress Report: Students completing from Su23 - Sp24 were examined for placement or continuing education. In all, 43 students completed the MBC program. Eight were employed in the field and one was continuing his/her education. The observed raw rate is $(8+1)/43 = 20.93\%$ while the observed adjusted rate $= (8+1)/(43-21) = 40.91\%$. Given that historical raw placement rate of $24.16\% < \text{the observed adjusted rate of } 40.91\% < \text{the historical adjusted rate of } 43.00\%$, this outcome is partially met.

Improvement: Increase job placement rates by hosting an annual online job fair connecting students with employers in the medical billing and coding field to help students share resumes and introduce them to potential employers and available roles.

Planning Unit: Dual Enrollment and Academy

Assessment Year: 2024-2025

Person responsible: Alisha Fontenot

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1 The LSUE Dual Enrollment Program will increase student enrollment.

Benchmark and Methodology This will be based on Fall semester head count for Dual Enrollment students. The mean fall enrollment of dual enrollment students is 523.7 (fall 2013 through fall 2023).

Progress: For AY 2024-2025, institutional research reported that there were 1,015 high school dual enrollment students registered on the census date. Given that the observed value of 1,015 > the historical mean of 523.7, this objective is met.

Improvement: District level recruitment outreach, school visits, parent meetings, and social media postings will continue to be used to maintain or increase dual enrollment in future semesters.

Objective 1.3: Dual enrollment students overall grade point averages (GPAs) will equal or exceed the GPAs of new first-time students.

Benchmark and Methodology: The benchmark will be generated from the GPAs of new first-time students from fall 2024 not participating in high school dual enrollment for the fall semester.

Progress: For AY 2024-2025, Fall 2024 high school dual enrollment (n =1045) had a semester mean GPA of 3.32. First-time students at LSUE (n = 862) had a mean semester GPA of 2.33. This reflects a 0.99 higher GPA for high school dual enrollment students over first-time traditional students at LSU Eunice. Because the observed GPA for dual enrollment students of 3.32 > the comparison group of all new first-time students of 2.33, the objective is met.

Improvement: Academic intervention methods, including tutoring opportunities, academic meetings with the director, and communications with high school counselors will continue to be used to maintain higher than average GPA's for all high school dual enrollment students.

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

None

Planning Unit: Library

Assessment Year: 2024-2025

Person responsible: Cassie Jobe-Ganucheau

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1: Faculty will be satisfied with LSU Eunice Library Services.

Benchmark: 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. Meeting or exceeding the mean of 4.16 OR meeting the value for "agree" (4.00) overall will be considered as meeting this objective.

Progress Report: For AY 2024-2025, a total of 25 (37.3%) of the 67 faculty responded to the survey in April 2025. The results were:

- $\bar{x}_{20} = 3.8$ with 2 responding n/a to #20 Library resources and services are adequate to meet campus needs.
- $\bar{x}_{46} = 4.3$ with 1 responding n/a to #46 Staff in the Library are helpful.
- $\bar{x}_{\text{simple}} = 4.05$.

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. In spring 2024, the faculty rated question 20 a 3.6 and question 46 a 4.4 so 20 went up slightly and 46 went down slightly. The longitudinal report indicates that question 20 at 3.8 was slightly below the weighted mean of 3.82 and the rating for question 46 at 4.3 was also slightly below the weighted mean of 4.48 for the period studied.

Given that the observed combined score of $4.05 > \text{agreed or } 4.00$, this objective is met (even though it did not meet the 4.16).

Improvement: Although this objective was met, the library continues to seek out ways to improve services and engage the faculty. The Library Director and Reference Librarian began working with the Program Directors in Health Sciences and Business/Technology to build out LibGuides for their programs. These meetings have been helpful, as we are learning about topics covered in the programs and will work to focus our resources on supplementing these topics. During AY 2025-2026, library personnel will continue our work with faculty on updating LibGuides to include a page for each program LSU Eunice offers and encourage faculty to refer students to it.

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

None.

Planning Unit: Student Support Services

Assessment Year: 2024-2025

Person responsible: Cassie Jobe-Ganuchau

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.2: Students will be satisfied with academic advising.

Benchmark: The Noel-Levitz Student Satisfaction Inventory will be administered during the spring semester to students at all sites using a stratified approach. The following questions will be used to determine if this objective has been met:

- 3. My academic advisor is available when I need help ($\bar{x}_{\text{national}} = 6.03$).
- 14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.19$).
- 16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 6.04$).
- 22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 6.07$).
- 35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.82$).

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 6.030.

Progress Report: For AY 2024-2025, a total of 221 (6.7%) out of 3,293 students responded to the annual RNL Student Satisfaction Survey. LSU Eunice students scored the various advising questions a 6.244 overall exceeding the national mean of 6.030. All sites exceeded the national average except the Ochsner Lafayette General Orthopedic Hospital site with a rating of 5.864 (which is an improvement from 4.982 in AY 2023-2024). Given that the observed value of 6.244 > the national value of 6.030, this objective is met.

Improvement: The Executive Director of the Library and Student Support Services suggests that LSU Eunice focus on increasing the participation rate, especially at the hospital site, the LSUE site, and dual enrollment for students greater than or equal to 18 years of age.

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

Objective 2.1: Require tutoring as an early alert system for Pathways to Success students.

Benchmark: The objective will be met if sixty percent (60%) of the Pathways Success students attend required tutoring for math and English corequisite courses. The Tutoring Center attendance logs/registration reports will be used to assess this objective. This new requirement was introduced to the pathway's students during the spring 2025 semester.

Progress Report: For AY 2024-2025, due to the issues with math and English faculty not turning in tutoring alerts for Pathways students, a different approach was implemented in spring 2025. Instead of relying on faculty to turn in tutoring alerts when students fall behind, the Tutoring Center, in coordination with the Pathways to Success program, has taken a proactive approach by requiring weekly tutoring starting early in the semester. For the initial semester of this tutoring requirement, 53 out of 127 (41.7%) Pathways to Success students attended tutoring. Given that 41.7% is less than the 60% benchmark, this objective is not met. However, because this had not been implemented until spring 2025, the data is not representative of the full academic year.

Improvement: The Tutoring Center is collaborating with the Pathways to Success Coordinator to implement strategies to improve tutoring attendance through a redesigned sign-in system, earlier mandated tutoring for Pathways to Success students, and incentivized extra tutoring.

Planning Unit: Student Affairs

Assessment Year: 2024-2025

Person responsible: Cheryl Fruge

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Residence Life Objective 1.1: Maximize In-Room Occupancy

Strategy: 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 five-year average occupancy was 98.82%. The 98.82% will be used as the target benchmark from which future planning will be based.

Progress Report: For AY 2024-2025, the housing director reported that 211 (99.50%) out of 212 beds were occupied on September 10, 2024. Given that the observed value of 99.50% > the historical benchmark of 98.82%, this objective is met.

Improvement Plan: The Director of IE intends on discussing this objective with the new Dean of Student Affairs because this objective will reach a point where it may not be met given the current rates of occupancy.

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

Financial Aid Objective 1.1 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.

Methodology: The Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory will be administered during the spring semester to students at all sites using a stratified approach. Question # 5: Financial Aid awards are announced in time to be helpful in college planning. Benchmark = 6.00 "satisfied."

Progress Report: For AY 2024-2025, 221 (6.7%) of the 3,293 students registered on the census day for the spring semester completed the RNL survey. The results by site were: Answers to this question on the RNL Survey indicate that students tended to be somewhat satisfied to satisfied as shown by the 5.47 rating. LSUE face-to-face students were somewhat satisfied at 5.29 (n = 85); the same for online students at 5.59 (n = 106). Dual enrollment students were satisfied by the way in which aid was awarded, meaning payment from their local school district or the state with a 6.53 (n = 19). Students at the Ochsner Lafayette General Orthopedic Hospital (face-to-face site) site were somewhat dissatisfied to neutral; however, the n = 3 makes interpretation difficult given that the sample parameter may not reflect the population parameter. Given that the observed rating of 5.29 < the historical national mean = 5.636 and "agree" at 6.00, this objective is not met.

Improvement Plan: With the implementation of Workday, it allows for detailed descriptions for task and action items to further guide and assist students and parents through the financial aid process. There is also a communication plan that notifies a student of any changes that occur with their financial aid award in a timelier fashion.

Planning Unit: Achieving the Dream Grant

Assessment Year: 2024-2025

Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1: The Chancellor's Cabinet will complete year four Achieving the Dream tasks per their schedule.

Strategy: The strategies included completing the following:

1. two coach visits,
2. setting and assessing priority goals,
3. the required digital skills layout by program and their assessment,
4. writing up the digital skills document in May,
5. completing the strategic communications template,
6. complete the annual reflection.

Progress: For AY 2024-2025,

1. The two coach visits were completed - one in October 2024 and one in April 2025. The April 2025 visit summary was not shared with the Executive Director of IE and Accreditation.
2. Set priority goals for AY 2024-2025 and the completed assessments.
3. Complete the articulation of the required digital skills by program and their assessment.
4. The digital skills were written up; the report was accepted by the committee.
5. The strategic communications template was written and accepted by ATD and accepted by ATD.
6. Completed the Annual Reflection.

PDF documents were attached as supporting evidence. Given that the results were completed on time, this objective is met.

Improvement: LSU Eunice is completing the Leader College Application as this form is being completed. The Executive Director for Institutional Effectiveness and Accreditation attended the Data Summit in Maryland at the end of September 2025.

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

There is only one ATD outcome and it was met.

Planning Unit: Athletics

Assessment Year: 2024-2025

Person responsible: Jeff Willis

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

Goal 1: To support academic achievement and progress of student athletes.

Objective 1.1: Student Learning and GPA

Benchmark: LSUE athletic teams will attain a 2.50 benchmark GPA established by the Athletic Director.

Progress Report: For AY 2024-2025, the overall GPA of the Athletic Department was 3.28. Women's Basketball achieved a 2.73 GPA, Women's Softball achieved a 3.53 GPA, Men's Baseball achieved a 3.37 GPA, Women's Soccer achieved a 3.23 GPA, and Men's Soccer achieved a 3.27 GPA. The Women's Softball, Men's Baseball, Women's Soccer, and Men's Soccer achieved the National Junior College Association (NJCAA) Academic Team of the Year Award.

Since the overall observed value of 3.28 > the benchmark of 2.50, Objective 1.1 was met.

Improvement Plan: A focus on Tutoring and Study Halls will continue.

Goal 2: To be successful on the field of play

Objective 2.1: Maintain a winning percentage

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

Progress Report: For AY 2024-2025, women's Basketball finished with a 20-11 record and a 64.5% winning percentage. Women's Softball finished with a 40-12 record and a 76.9% winning percentage. Men's Baseball finished with a 53-5 record and a 91.4% winning percentage. Women's Soccer finished with an 8-4-1 record and a 65.4% winning percentage. Men's Soccer finished with a 10-6-1 record and a 61.7% winning percentage.

The overall record of the Athletic Department was 131-38-2 for a 76.7% winning percentage.

Since the observed 76.7% > the benchmark of 60%, Objective 2.1 was met.

Improvement Plan: Continue to monitor winning percentage.

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

None

Planning Unit: Business Affairs

Assessment Year: 2024-2025

Person responsible: Audwin Donatto

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Goal 1: Business Affairs seeks to provide a customer friendly atmosphere.

Objective 1.3: Students will be satisfied with the convenience offered by Business Affairs.

Benchmark: The benchmark is greater than or equal to satisfied (6.00) or the national mean of 6.25. Question 29 on the Ruffalo Noel-Levitz (RNL) Student Satisfaction inventory, "There are convenient ways of paying by school bill" will be used to determine satisfaction.

Progress Report: Given that observed overall rating was 6.43 (n = 221) – LSUE = 6.19 (n = 85), Dual Enrollment = 6.27 (n = 19), Online = 6.65 (n = 106), and OLGH = 5.67 (n = 3) which is greater than the benchmark, this objective is met.

Improvement: With the new student information system being implemented, the Associate Vice Chancellor for Business Affairs recommends monitoring this objective to 2026 because the new student information is much different than the current system (Jenzabar versus WorkDay Student).

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

Goal 1: Maintain an effective Human Resources Department

Objective 1.2: Faculty will be satisfied with the search and selection process.

Benchmark: The benchmark is agreeable (4.0 or higher). Question 10 on the faculty survey, "There is a fair and equitable process for recruiting and employing qualified faculty" will be used to determine satisfaction.

Progress Report: Given that the observed value of 3.8 < the established benchmark 4.0 with a response rate of 25 (37.3%) of the 67 eligible faculty responding to the survey, this objective is not met.

Improvement Plan: Given the dramatic increase from 2.5 in 2024 to 3.8 in spring 2025, the Manager of Human Resources believes that the objective should be monitored into next year. The current manager has been in position for just over one year at the end of FY25. Updates to make the search, hire, and onboarding processes more transparent and focused should help to continue the positive trend towards the goal of 4.0 or higher.

Goal 2: To provide timely acquisition of quality goods and services at competitive prices for departments while ensuring University purchasing is in compliance with applicable state and federal laws.

Objective 1: Faculty will be satisfied with the purchasing of office.

Benchmark: The benchmark is agreeable (4.0) or higher. Question 41 of the faculty survey, "The LSU Eunice Purchasing Office meets my needs." will be used to determine satisfaction.

Progress Report: Given that the observed value of 3.7 < the established benchmark of 4.0 with a response rate of 25 (37.3%) of the 67 eligible faculty responding to the survey, this objective is not met.

Improvement Plan: The Manager of Purchasing recommends monitoring into next year give the dramatic increase in faculty satisfaction (from 2.9 to 3.7). Unfortunately, these ratings are geared towards the Purchasing Department, but the issue seems to stem from purchasing procedures which we must follow as a system.

Planning Unit: Facility Services

Assessment Year: 2024-2025

Person responsible: Melonie Ceaser

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1: Faculty will be satisfied that LSU Eunice building and grounds are well kept.

Methodology: 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.

Progress Report: For AY 2024-2025, a total of 25 (37.3%) out of the 67 eligible faculty completed the April 2025 survey with a result $\bar{x}_{32} = 4.6$ with no faculty members choosing n/a. In spring 2024, the result was 4.2 so it increased and is above the longitudinal weighted mean of 4.47. Given that the observed value of 4.6 > the established benchmark of 4.0, this objective was met.

Improvement Plan: Due to the cost of living to wage ratio, Facility Services faced a shortfall in staffing to meet operational needs. This has impacted Facilities' productivity, employee morale and faculty/staff satisfaction as the customer. Facilities have since hired three additional Custodians and one Maintenance Repairer. We are working on improving the work environment by addressing pay and adding more employees to our team to satisfactorily meet the needs of our campus.

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

Methodology: 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 this objective is met. The rationale for determining whether this objective is met may vary slightly from year to year.

Progress Report: For AY 2024-2025, this year's project involved Energy Management System Controls Expansion and the New Baseball Stadium Athletic Complex Facility. Because these projects were moving forward, this objective is met.

Improvement Plan: STEAM Innovation on the Science Building Phase I construction is set to begin early April. The plan is to complete Manuel Hall Phase II dealing with outer sections of the building, new windows, and new entry doors.

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

All objectives were met.

Planning Unit: Office of Information Technology and Institutional Research

Assessment Year: 2024-2025

Person responsible: Stephen Heyward

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 3.2 and progress report: Migration of the campus student information system (SIS) to a cloud solution with Workday along with LSU A&M. The legacy system was an antiquated solution that was going out of vendor support, so some form of migration was required by the campus. The Workday SIS was ultimately chosen in coordination with the other LSU campuses. The final “move to production” from a software perspective was performed in February/March of 2025. From an improvement standpoint, we will have a period of monitoring the processes and making whatever adjustments or improvements are necessary as we learn more from the implementation and use. Objective met.

Objective 3.1 and progress report: Implementation of Okta Identity and Access Management (IDAM) system. The campus has never had a true IDAM and what functionality we did have around the area was basically within our legacy Jenzabar SIS, which was being replaced, so a solution was needed. The Okta IDAM solution hosted in the cloud was chosen in conjunction with the other LSU campuses. The system went live for employee identities in Fall 2024 and then for students in the Spring 2025 timeframe. From an improvement standpoint, we will have a period of monitoring the processes and making whatever adjustments or improvements are necessary as we learn more from the implementation and use. Objective met.

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

None

Planning Unit: Institutional Effectiveness and Accreditation

Assessment Year: 2024-2025

Person responsible: Paul Fowler

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1: The accreditation liaison will complete the enrollment and financial profiles and submit them to SACSCOC prior to the established deadlines.

Methodology: Success for this objective will be submitting the data by the SACSCOC deadlines.

Progress: For AY 2024-2025, both required profiles were completed:

- The fall 2024 enrollment profile was completed December 13, 2024.
- The summer 2024 financial profile was completed on July 10, 2024.

PDF documents were included as evidence. Given that both profiles were completed on time, this objective is met.

Improvement: Monitor SACSCOC Standards, Policies, and Procedures.

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

Methodology: This objective will be assessed using the National Student Clearinghouse's (NSC) data and includes completion from LSU Eunice and other institutions within the United States - both four year and two year - over a period of six years. The NSC six-year total completion rate tracks students nationally and by state using enrollment and completion outcomes for the fall 2018 cohort of beginning college students through spring 2024. The six-year total completion rate includes 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. The Threshold of Acceptability = 21.23% because it is the lowest number in the period from fall 2008. The goal = 39.02%. The 39.02% is the goal or target because it is the overall historical graduation rate for the ten cohorts. Falling within the established range of 21.23% - 39.02% or exceeding these numbers will constitute success.

Progress: For AY 2024-2025, the new first-time students entering in fall 2018 will be examined. In fall 2018, there were 920 new first-time students. In all, merging the National Student Clearinghouse data with LSU Eunice's Institutional Research data, a total of 401 (43.59%) graduated through spring 2024. The 401 students earned 17 certificates, 267 associate degrees, and 182 bachelor's degrees. A total of 359 (89.5%) of the 401 graduated with at least one credential from a Louisiana institution. Given that the threshold of 21.23% < the established goal of 39.43% < observed value of 43.59%, this objective is met.

Improvement: LSU Eunice

1. is creating additional certificates and associate degrees,
2. is implementing a new student information system,
3. continues to use EAB Navigate to communicate with students and file alerts for students in need, and
4. was awarded a grant through the Louisiana Board of Regents for the course redesign of Applied College Algebra, English Composition, Introduction to Psychology, Fundamentals of Communication, and The U.S. to 1865.

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

All items were met or delayed. Note that place holders are maintained for accreditation reports and substantive changes and they are delayed when no reports or substantive changes take place.

Planning Unit: LSU Eunice Police and Campus Security

Assessment Year: 2024-2025

Person responsible: Cory Lalonde

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

Director did not complete outcomes; therefore, no report.

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

Director did not complete outcomes; therefore, no report.

Planning Unit: Public Affairs

Assessment Year: 2024-2025

Person responsible: Travis Webb

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Objective 1.1 and 2.1 – Continue to create and implement a marketing and advertising plan for LSUE to meet its enrollment and retention goals.

Strategy – In addition to an advertising campaign through traditional and non-traditional media formats, LSU Eunice continued its partnership with the Advocate to provide third-party digital marketing and other advertising tactics.

Progress Report - Through these campaigns, LSU Eunice social media channels saw significant gains in content interactions from users, seeing an 85.4% increase in interactions from the same time span. While the content did reach the all-time highs during AY 2023-2024, this year's plan was proven to be more attractive as content interactions, link click throughs, and follows to our accounts saw increases during the more concentrated months of marketing and advertising of January through June. Objective met.

Improvement Plan – Our partnership with The Advocate will continue, with the Public Affairs Department adding expanded content and digital products with the addition of staffing.

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

All were met.

Planning Unit: Title IX

Assessment Year: 2024-2025

Person responsible: Ms. Jackie Lachapelle

1. List one or two of your most significant goals/objectives that were met. What was the improvement plan?

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

Methodology: 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.

Progress Report: For AY 2024-2025, training did take place and 192 of 235 employees completed the training for an 81.7% completion rate. In addition, there were no complaints in this cycle; however, the response for all complaints in the past fell within the number of required days.

Given the circumstances noted above, this objective is met.

Improvement Plan: Continue to give training and strive to reach a 100% completion rate for training.

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

None, there is only one outcome.

Planning Unit: University Advancement, Government Relations and LSUE Foundation

Assessment Year: 2024-2025

Person responsible: Carey Lawson, CFRE

1. List one of your most significant goals/objectives that were met. What was the improvement plan?

Governmental Relations: Objective 2.1: Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2025.

Methodology: Contributions will be greater than \$787,935.16 which is greater than 20% of FY contributions (\$656,612.63 for FY 23/24).

Progress Report: For AY 2024-2025, contributions were \$791,695.81. Because the amount raised of \$791,695.81 > \$787,935.16, this objective is met.

Improvement Plan: 1. LSUE athletics e-teams - will pull on previous donors to campaigns who did not make contributions in previous year and provide opportunity for support. 2. Restart Community Partner Program to work with local businesses to invest in LSU Eunice

Grants: Objective 1.1: Based on availability, grants and/or funding agreements will be submitted annually to enhance LSU Eunice programs and services.

Methodology: Based on past history, a minimum of three grants will be submitted.

Progress Report: For AY 2024-2025, LSUE submitted HERO Funding Grant, Carl D. Perkins, and NSF EPIIC proposal. Given that three grants were submitted, this objective is met.

Improvement Plan: LSU Eunice will work to apply for federal grant funding through utilizing grant alerts from National Science Foundation (NSF), Health Resources and Services Administration, USDA, and others.

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

none

IV. Institutional Effectiveness Outcomes not Met or Delayed

Chancellor's Cabinet October 6, 2025 Selected Meeting Minutes

Attendance (all were present)

Nancee Sorenson, Chancellor
 Dr. Charles Stewart, Interim Vice Chancellor for Academic Affairs and Provost
 Stephen Heyward, Director of Information Technology
 Audwin Donatto, Associate Vice Chancellor of Business Affairs
 Jeff Willis, Director of Athletics
 Billy Fontenot, Interim Dean, Division of Arts and Sciences
 Kristie Leger, Dean, Division of Health Science, Business Technology & Public Protection & Safety
 Rachelle Brown, Instructor, Communications, Faculty Senate Chairperson
 Melonie Ceaser, Interim Director of Facility Services and Safety Coordinator
 Carey Lawson, Associate Vice Chancellor of Univ Advancement & Exec Dir of the LSUE Foundation
 Travis Webb, Director of Strategic Communication
 Donnie Thibodeaux, Dean of Enrollment Management
 Bonnie Flavin, Assistant to the Chancellor
 Paul Fowler, Executive Director for Institutional Effectiveness and Accreditation

Program Outcomes and Goals Review

Dr. Fowler presented the Student Achievement Report. After some discussion, Cabinet accepted the Student Achievement report.

1. The explained connections to the strategic goals (and the mission statement) of the institution are adequate.
2. The six criteria are appropriate indicators of student success at LSU Eunice.
3. That the thresholds, goals, and rationales are appropriate.
4. Cabinet approves the methodology.
5. The report will be published on the website to satisfy SACSCOC Core Standard 8.1.
6. There is no need to add, subtract, or change any of the criteria.

The Student Achievement Report was accepted without dissent.

Cabinet examined the Outcomes Not Met report and after some discussion, a motion was made to accept the report. Cabinet accepted the report without dissent.

Survey Results and Improvement Discussion

The meeting focused on discussing survey results and satisfaction benchmarks. The group noted that while faculty and staff reported high satisfaction (90%), this might be due to using an internally created survey rather than a nationally normed one. They discussed the possibility of switching to a standardized faculty and staff survey to better compare with other institutions, while also maintaining their student satisfaction survey. The conversation highlighted the importance of continuous improvement and assessment, with participants agreeing that even if the results weren't perfect, they should still conduct surveys to demonstrate commitment to employee satisfaction and cultural improvement.

Institutional Progress and QEP Review

The meeting focused on reviewing various reports and discussing institutional progress. The participants noted that while some areas showed improvement, such as a 60% satisfaction rate for tutoring, there were still gaps in student satisfaction and data representation. They also discussed the status of the QEP report, which is complete and available for review, and the potential changes to SACSCOC's requirements for QEPs due to new leadership. Additionally, the institution is preparing to apply for Leader College status, which is seen as a positive step forward.

LSU Eunice Objectives not Meeting Benchmarks AY 2024-2025		
This report details the 24 (8.5%) of the 284 goals and objectives that were not met.		
Group	Objective	Section 4: Improvement Plan
Academic Affairs	1.1 AA 24-25 Academic Advising-Faculty and Staff	The amount of work and the learning curve of a new student information system likely contributed to the lower than expected rating for this objective. The improvement plan consists of continued training and demonstration of the Workday Student platform to allow faculty to become more familiar and efficient in student advisement over the course of AY 2025-2026. It is expected that this objective rating will increase next year as faculty become more comfortable with the platform.
Academic Affairs	3.1 AA 24-25 Instructional Program Satisfaction	The Vice Chancellor for Academic Affairs and Provost along with the Director of IE recommends that this outcome be monitored into AY 2025-2026 because a mean = 83.9% being prepared well or extremely well represents the vast majority of the graduating class.
Academic Affairs	3.3 AA 24-25 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.
Academic Affairs	3.4 AA 24-25 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.

LSU Eunice Objectives not Meeting Benchmarks AY 2024-2025

This report details the 24 (8.5%) of the 284 goals and objectives that were not met.

Group	Objective	Section 4: Improvement Plan
Academic Affairs	AA 24-25 Increase Fall to Fall New First-Time Student Retention	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.
Academic Affairs	4.1 AA 24-25 Policies and Procedures-Faculty	Faculty Senate has re-established a policy review committee that will be responsible for bringing faculty concerns about established policy to the campus administration.
Division of Arts and Sciences	3.1 ARSC 24-25 Retention-Aggregated Majors of EDUN, PSYC, and SOCL	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.
Associate of Arts Louisiana Transfer (AALT)	2.1 AALT 24-25 Professional Competency using Peregrine Academic	The Interim Dean of Arts and Sciences and the Director of IE suggest a possible issue that may be taking place given the scores. The overall mean time for all students taking the assessment is 34.6 minutes (n = 183) while the AALT students only took 31.2 minutes. This could be a factor in the scores (again keeping in mind an n = 5). In addition, students take the assessment on their own or in the testing center and the assessment is not proctored. Further, students are not penalized if they do not take the assessment (i.e. students are still permitted to graduate).
Associate of Arts Louisiana Transfer (AALT)	2.2 AALT 24-25 Retention	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.
Associate of Science Louisiana Transfer (ASLT)	4.1 ASLT 24-25 Professional Competency using Peregrine Academic	Meetings with advisors will take place. The purpose of these meetings will be to strongly suggest students are instructed to take the assessment more seriously.

LSU Eunice Objectives not Meeting Benchmarks AY 2024-2025

This report details the 24 (8.5%) of the 284 goals and objectives that were not met.

Group	Objective	Section 4: Improvement Plan
Computer Information Technology (AAS)	6.3 CIT 24-25 (AAS) Placement	From the faculty member: I have started giving out a graduation questionnaire to students on the last day of class and included on that list is a section for them to enter information about working and/or continuing their education. In addition, a network has been built with Global Data Systems (GDS), such that they have been hiring several of LSUE's CIT students as interns in their third semester and sometimes hiring them either during their fourth semester or right after graduation. I plan to continue working with four local companies, as well as building more relationships with other companies during the fall semesters when I have less of a load of courses to teach. There are also more students continuing their education at LSU A&M, LSUA, and ULL.
Human Resources Management (CTS)	4.2 HRM 24-25 (CTS) Placement	Business faculty can boost placement rates by creating new industry relationships and nurturing existing ones with companies to create a consistent pipeline of internships and job opportunities for students.
Criminal Justice (AS)	1.3 CJ 24-25 (AS) Placement	The Coordinator of the Criminal Justice Program recommends monitoring this into another year for two reasons. Twelve students completing in a year is a relatively small n that affects the percentages in a high proportion. The second reason is the low placement rate seems to be cyclical. In an email from August 1, 2025, the coordinator also noted the following: I don't know if this is appropriate for the 1.3. improvement plan but, realistically, there are a lot of factors why a graduate can't get a job in the field right now, and these factors don't have anything to do with LSUE. There are a lot of vacancies with limited competition. Applicants don't get hired for many reasons: results of background investigation, failed drug screening, failed polygraph, poor physical assessment, poor interview, fail basic academy, etc. Applicants also have lofty expectations on salary, don't want to work shift work, want to work in specialized units right away, get pressure from family and friends to not become law enforcement, etc.
Fire & Emergency Services (AAS) and Fire Service Technology (CTS)	2.2 FES/FST 24-25 (AAS) Retention	LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. Suggestions for improvement came from the Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. 1. Students need to understand that the corequisite is a culture shift. 2. Give opportunities for students to test out. 3. Tell students that the program increases the chance of success in the course and graduation. 3. Students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester. 4. The support course should be offered first.
Fire & Emergency Services (AAS) and Fire Service Technology (CTS)	2.3 FES/FST 23-24 (AAS/CTS) Employment	Given the low n = 8, the Coordinator of the Fire and Emergency Services program recommends monitoring job placement into next year because the sample of 8 may not be representative of the larger population. This is indeed suggested given the benchmarks of 77.73% and 89.06%.
Tutoring	2.1 TUTR 24-25 Require tutoring as an early alert system for Pathways to Success students.	The Tutoring Center is collaborating with the Pathways to Success Coordinator to implement strategies to improve tutoring attendance through a redesigned sign-in system, earlier mandated tutoring for Pathways to Success students, and incentivized extra tutoring.
Admissions	2.1 ADRE 24-25 Increase Unduplicated enrollment headcount	Expand partnerships with LSU and ULL referrals who were denied admission to those schools. Work with LSU Online is promoting the Certificate in General Studies as a pathway to transfer to four-year institutions. Identify schools that we are not currently in contracts with for dual enrolled/academy students. Retention of existing students as new, more, effective communications are presented.

LSU Eunice Objectives not Meeting Benchmarks AY 2024-2025

This report details the 24 (8.5%) of the 284 goals and objectives that were not met.

Group	Objective	Section 4: Improvement Plan
Financial Aid	1.1 FIAD 24-25 Financial Aid Awards	With the implementation of Workday, it allows for detailed descriptions for task and action items to further guide and assist students and parents through the financial aid process. There is also a communication plan that notifies a student of any changes that occur with their financial aid award in a timelier fashion.
Bookstore	1.1 BOOK 24-25 Bookstore-Faculty Satisfaction	LSU Eunice Bookstore management has reviewed the survey results. Plans to increase communication between bookstore staff/management to provide clear adoption timelines and policies and implement better order verification processes. By enhancing communication, simplifying processes, and building stronger faculty relationships, the bookstore will improve satisfaction and help ensure students receive timely, affordable access to course materials. Semester evaluations will be done at the end of every semester to determine the overall feel of faculty satisfaction.
Finance	2.1 FINA 24-25 Budget Review-Faculty	The re-establishment of the budget committee was delayed due to the implementation of the new Workday system and unforeseen challenges encountered throughout the year. The committee is expected to be reconstructed at the beginning of the spring 2026 semester. In the interim, meetings were held with all deans and department heads to review budgets, with each incorporating feedback gathered from their respective departments.
Human Resources	1.2 HR 24-25 Satisfaction with Search and Selection Procedure-Faculty	Given the dramatic increase from 2.5 in 2024 to 3.8 in spring 2025, the Manager of Human Resources believes that the objective should be monitored into next year. The current manager has been in position for just over one year at the end of FY25. Updates to make the search, hire, and onboarding processes more transparent and focused should help to continue the positive trend towards the goal of 4.0 or higher.
Human Resources	1.3 HR 24-25 Satisfaction with Search and Selection Procedures- Staff	Given the increase from 3.5 in 2024 to 3.8 in spring 2025, the Manager of Human Resources believes that the objective should be monitored into next year. The current manager has been in position for just over one year at end of FY25. Updates to make the search, hire, and onboarding process more transparent, and more focused should help to continue the positive trend towards the goal of 4.0 or higher.
Purchasing	1.1 PURCH 24-25 Purchasing-Faculty Satisfaction	The Manager of Purchasing recommends monitoring into next year given the dramatic increase in faculty satisfaction (from 2.9 to 3.7). Purchasing agent made the following comment (which is true: The line of questioning should be changed. Unfortunately, these ratings are geared towards the Purchasing Dept. and not the Purchasing procedures which we all must follow.
Purchasing	1.2 PURCH 24-25 Purchasing- Staff Satisfaction	The Manager of Purchasing suggest monitoring given that the rating did not decrease and that it is above the longitudinal weighted mean of 3.82. Satisfaction has been static (i.e. the same) for three years now.

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V. Academic Year 2024-2025: Details for Goals and Objectives All Departments

Academic Affairs

AA 24-25 Academic Advising-Faculty and Staff

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

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

Section 2: 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 and

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 and Staff Surveys are based on a Likert Scale with 4.0 representing "agree" with the statement. In this case, the objective is to have faculty and staff 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, a total of 25 (37.3%) of the 67 full-time faculty employed for at least a year responded to the survey with six marking n/a. The overall results were a 2.6 (see attached faculty pdf with question 4 highlighted). Compared to spring 2024's average of 3.1, the results dipped 0.5 of a point and is .85 of a point below the weighted mean shown in the last column for the time period studied (see attached longitudinal faculty report).

For AY 2024-2025, a total of 28 (36.8%) of the 76 full-time staff employed for at least a year responded to the survey with 23 of them marking question 34 n/a meaning that they do not advise. The question scored a 3.6 for spring 2025 compared to 4.0 for spring 2024 (see the attached pdf with question 34 highlighted). Similar to faculty, the results for staff dropped by 0.4 of a point from 4.0 in spring 2024 to 3.6 currently. This is slightly below the weighted mean for the time period studied (see attached longitudinal staff report). Note that the question was not asked until 2021.

Given that:

- the observed score of 2.6 for faculty < the benchmark of 4.0 and
- the observed score of 3.6 for staff < the benchmark of 4.0

this objective is not met.

Attached Files

[2025 Staff Survey-AA-Advising.pdf](#)
[2025 Faculty Survey-AA-Advising.pdf](#)
[2025 Longitudinal Faculty-AA-Advising.pdf](#)
[2025 Longitudinal Staff-AA-Advising.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The amount of work and the learning curve of a new student information system likely contributed to the lower than expected rating for this objective. The improvement plan consists of continued training and demonstration of the Workday Student platform to allow faculty to become more familiar and efficient in student advisement over the course of AY 2025-2026. It is expected that this objective rating will increase next year as faculty become more comfortable with the platform.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

AA 24-25 Academic Advising-Students

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

Students will express satisfaction with academic advising.

Section 2: 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),

- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 ($\bar{x}_{\text{national}} = 6.03$).
- 14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.19$).
- 16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 6.04$).
- 22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 6.07$).
- 35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.82$).

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.

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 6.030.

Note that this objective assesses all advising for both faculty and the advising center for all students. As a result, it is duplicated in the Student Success Center's Advising section, Objective 1.2.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) out of 3,293 students responded to the annual RNL Student Satisfaction Survey (see Table 1 and the PDF file below). LSUE students scored the various advising questions a 6.244 overall exceeding the national mean of 6.030. All sites exceeded the national average except the Ochsner Lafayette General Orthopedic Hospital site with a rating of 5.864 (which is an improvement from 4.982 in AY

2023-2024). Please keep in mind that the hospital site with an $n = 3$ does not contain enough participants in the survey to normalize the data. Note that the LSUA face-to-face site had no students enrolled during AY 2023-2024.

Table 1. Student Satisfaction with Academic Advising AY 2024-2025 Based on RNL Likert Scale.						
Question	Nat'l	Overall	LSUE	Dual Enroll < 50%	Online	OLG Hospital
3	6.03	6.16	6.07	6.76	6.17	5.00
14	6.19	6.46	6.41	6.88	6.43	6.33
16	6.04	6.25	6.33	6.60	6.13	6.33
22	6.07	6.37	6.24	6.87	6.38	6.33
35	5.82	5.98	5.95	6.06	6.00	5.33
Means	6.030	6.244	6.200	6.634	6.222	5.864
n	48015	221	85	19	106	3

Given that the observed value of 6.244 > the national value of 6.030, this objective is met.

Attached Files

[RNL Site 2025-AA.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost suggest that LSU Eunice focus on increasing the participation rate, especially at the hospital site, the LSUE site, and dual enrollment for students greater than or equal to 18 years of age.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

AA 24-25 Curriculum Development

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

Faculty will agree they have a role in curricular development, change, and review.

Section 2: 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."

Old Benchmark Methodology: In all, 87.500% 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 2023.

- 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%,
- Spring 2022 was 32/36 or 89.89%, and
- Spring 2023 was 21/23 or 91.30%
- Overall was 210/240 or 87.50%

The benchmark is the overall based on those who agreed or strongly agreed based on the number of respondents.

New Benchmark Methodology: A score of 4.00 or higher will now be used as the benchmark.

Rationale: The 4.00 score is agreed according to the survey. NOTE: The Director of IE believes that the old methodology was left over by a former Vice Chancellor for Academic Affairs.

The choices on the faculty survey are

- strongly disagree
- disagree
- undecided
- agree
- strongly agree
- n/a = not applicable

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 25 (37.3%) of the 67 full-time faculty being employed for at least a year responded to the annual Faculty Survey given each April. The results are given in the attachment below with a rating of 4.3 overall. The longitudinal results indicate that the rating for question 8 is above the weighted mean for the time period studied (see the Longitudinal Faculty Report attached).

Given that the observed rating of 4.3 > the benchmark of 4.0, this objective was met.

Attached Files

[2025 Faculty Survey-CD.pdf](#)

[2025 Longitudinal Faculty-CD.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the benchmark change, the rating of 4.3, and the fact that the objective was met last year, the Vice Chancellor for Academic Affairs and Provost recommend monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To ensure that faculty understand and participate in curriculum development.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 24-25 Instructional Program Satisfaction

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

Graduating students will be very satisfied or somewhat satisfied with their instructional program.

Section 2: 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 13, 14, and 15 (questions changed from 12, 13, and 14 in AY 2023-2024 because the survey was shifted from paper and pencil to electronic.; students scan a QR code on the day of graduation).

- 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

- extremely well
- somewhat well
- neutral
- somewhat not well
- extremely not well

Benchmark data for the fall and spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 2024 (n = 1,947). 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. For 2024-2025, the benchmarks are:

- question 13 = 97.60%
- question 14 = 96.66%
- question 15 = 97.71%
- n = 1,947

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, (summer 2024, fall 2024, and spring 2025) a total of 272 (49.5%) students attended graduation and filled out the electronic survey out of the 550 students graduating. The results for student satisfaction with instruction were as follows:

- question 13 = 83.82%
- question 14 = 80.15%
- question 15 = 87.83%
- n = 272

Given that the observed results shown < the benchmark of 90%, this outcome is not met.

Section 4: Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost along with the Director of IE recommends that this outcome be monitored into AY 2025-2026 because a mean = 83.9% being prepared well or extremely well represents the vast majority of the graduating class. In addition, this issue may be an outlier and represents exactly what has been cautioned against for several years - setting the benchmark so high that it just occasionally may not be met. The issue is that Academic Affairs is now using an electronic form through a QR code and only half of the graduates filled out the survey. The completion rate was > 95% when the paper survey was used; however, reporting the statistics took a very long time because the results had to be generated by hand.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 24-25 Graduation

Objective Number: 3.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

LSU Eunice will increase overall completers - associate degree and Certificate Attainment.

Section 2: 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 fourteen years. Average will be the mean or median - whichever is less.

Data is obtained from the Louisiana Board of Regents Reporting System online report entitled "Program-ID CRINTCMP".

LSU Eunice Certificate and Degrees Awarded by Academic Year	
AY	Number of Awards
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
2021-2022	380
2022-2023	431
Mean	339.1
Median	334.0

The mean = 339.1 and the median = 334.0 establishing the benchmarks for AY 2024-2025.

Attached Files

[CRINTCMP 23-24.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025 examining the number of graduates from AY 2023-2024, the Board of Regents "CRINTCMP" Report was run on May 23, 2025. The report showed that LSU Eunice Awarded 283 certificates and 398 associate degrees for a total of 681 awards to 550 students.

Given that the observed number of awards = 681 > the mean of 339.1 and the median = 334.0 over the past 13 years, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The 50% increase from AY 2022-2023 at 431 awards to AY 2023-2024 at 681 awards is partially due to the 30-hour Certificate of General Studies being approved by the Louisiana Board of Regents. The result has been that many students being awarded an associate's degree are also awarded the certificate because the certificate was intended as a "milestone point" whereby students completing their first year would have a credential if they needed to stop-out for any reason.

Another reason for the increase is that high school dual enrollment began to increase as well and some students over two years of taking dual enrollment courses part-time are also awarded the certificate.

The plan is to keep offering the certificate of general studies.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 24-25 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: 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.

Section 2: Assessment/Evaluation/Measures/Strategies:

Benchmark was to be to increase 2 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 52.7% to 54.7% by fall 2023 (retention of fall 2022 cohort...see the FY 21-22 Operational Plan file below).

Director of IE's note: This plan was expired from fall 2023 to fall 2024 retention and a new plan is being written as this objective is being completed. As a result, the Director of IE extended the 2 percentage points above or .3333% percentage points per year to fall 2023 to fall 2024 retention. Given that, the target retention would be $54.7\% + .3\% = 55.0\%$ retention for fall 2023 to fall 2024 new first-time, full-time, associate degree seeing students.

Attached Files

[LaPAS Retention Adjustment.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with comments placed in the AY 2023-2024 report.

For AY 2024-2025, examining the fall 2023 to fall 2024 new first-time, full-time associate degree seeking student retention, found that there were 677 new first-time, full-time degree seeking, associate degree seeking students enrolled in fall 2023 with 314 being retained to fall 2024 for a retention value of 46.38% (see Board of Regents PDF file below).

Given that the observed value of 46.38% < the benchmark of 55.00% (or 54.7% for that matter), this objective is not met.

Attached Files

[SPSRETN 23-24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.
2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 24-25 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: 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 within the State of Louisiana.

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.

Section 2: 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 determined 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 2022 to fall 2023. The retention is 65.78% based on 7,794 students initially enrolled and 5,127 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
2021	2022	663	333	86	419	63.20
2022	2023	660	346	94	440	66.67
Overall Totals:		7794	3962	1165	5127	65.78

Given the statistics, meeting or exceeding 65.78% retention is considered as meeting this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the Board of Regents SPSRETN Retention Report was run on March 25, 2025, to determine the retention from fall 2023 to fall 2024. The report indicated that a total of 677 new first-time, full-time associate degree seeking students were admitted in fall 2023 with 314 returning to LSU Eunice and 97 transferring to other institutions within the state of Louisiana for an overall retention rate of 60.71% (see SPSRETN

PDF file below). The overall retention for two-year institutions in the State of Louisiana was 53.78%. A total of two two-year institutions had a retention rate higher than LSU Eunice - Fletcher CC 61.31% with original n = 336 and NW LA Technical CC at 64.80% with an n = 125.

Given that the observed value of 60.71% < this historical benchmark of 65.78%, this objective is not met.

Attached Files

[SPSRETN 23 to 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.
2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To foster academic success through instructional effectiveness.

Goal Number: 3
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Academic Affairs
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

AA 24-25 Increase Fall to Spring New First-Time Student Retention

Objective Number: 3.5
Start: 11/1/2024
End: 10/31/2025
Progress: Completed
Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

LSU Eunice will increase the fall-to-spring new first-time student retention.

Section 2: 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 thirteen years, retention from fall 2011 to spring 2012 through fall 2023 to spring 2024 which is 77.41%.

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
FA 22	780	591	75.77
FA 23	799	565	70.71
Totals	10410	8058	77.41

Meeting or exceeding the 77.41% will constitute meeting this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with comments placed in the AY 2023-204 report.

For AY 2024-2025, institutional data indicated that 833 new first-time students were enrolled on the census day for fall 2024 with 670 (80.43%) being retained to census day in spring 2025.

Given 80.43% > the historical benchmark of 77.41%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Vice Chancellor for Academic Affairs and Provost recommends monitoring as this is the first retention objective that was met.

AA 24-25 Increase Fall to Fall New First-Time Student Retention

Objective Number: 3.6

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

LSU Eunice will increase the fall-to-fall new first-time student retention.

Section 2: Assessment/Evaluation/Measures/Strategies:

Methodology: Data generated for this objective is obtained from LSU Eunice's Office of Institutional Research. It utilizes the fall census data and compares it to the same institution following fall census data (see Table 1).

Table 1. Fall-to-Fall Retention of New First-Time Students.			
Initial Enrollment	First-Time Initially Enrolled	Returned to LSU Eunice the Following Fall	Retention Rate
FA 11	801	390	48.69
FA 12	776	376	48.45
FA 13	704	376	53.41
FA 14	801	379	47.32
FA 15	724	386	53.31
FA 16	869	409	47.07
FA 17	801	414	51.69
FA 18	920	438	47.61
FA 19	784	390	49.74
FA 20	883	404	45.75
FA 21	768	365	47.53
FA 22	780	377	48.33
Totals	9611	4704	48.94

The Benchmark is the overall retention of the last twelve years, retention from fall 2011-fall 2012 to fall 2022-fall 2023 which is 48.94%. Meeting or exceeding the 48.94% will constitute meeting this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with comments placed in the AY 2023-2024 report.

For AY 2024-2025 examining the retention from the fall 2023 cohort indicates that 799 total new first-time students were enrolled with 365 being retained yielding a retention of 45.68%.

Given that the observed value of 45.68% < the historical benchmark of 48.94%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.
2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
AA 24-25 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 24-25 Policies and Procedures-Faculty

Objective Number: 4.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

Faculty will indicate satisfaction with LSU Eunice's policies and procedures.

Section 2: 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 2014-2024) 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
2023	81	91	65	43	70.00	23
2024	79	90	48	48	66.25	31
weighted means	78.43	87.77	65.32	56.89	72.10	271

The benchmark of 72.10% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2024. Meeting or exceeding the individual weighted means or the overall weighted mean = 72.10% will constitute success.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met with comments placed into the AY 2023-2024 report.

For AY 2024-2025, the results were with a total of 25 (37.3%) out of 67 faculty responding:

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. Results = $17/25 = 68.0\%$ < results from Table 1 = 78.43%.
- Q8 Faculty have a role in curricular development, change, and review. Results = $23/25 = 92.0\%$ > results from Table 1 = 87.77%.
- Q11 Employment and evaluation policies are clearly communicated to me. Results = $16/25 = 64.0\%$ < results from Table 1 = 65.32%.
- Q38 Promotion and tenure policies are carefully followed. Results = $15/25 = 60.0\%$ < results from Table 1 = 56.89%
- Overall, of $71/100 = 71.0\%$ < overall from Table 1 = 72.10%

Given that one of the four exceeded the historical overall and that the overall of $71.0\% < 72.10\%$, this objective is not met (see the survey below).

Attached Files

[2025 Faculty Survey-polproc.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Faculty Senate has re-established a policy review committee that will be responsible for bringing faculty concerns about established policy to the campus administration.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AY 24-25 Policies and Procedures-Academic Council

Objective Number: 4.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Section 1: 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](#)

Section 2: 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 11 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
- No 84 - SACSCOC Accreditation Liaison's Responsibility to Report Substantive Change and Accrediting Decisions of Other Agencies

Attached Files

[LSU Eunice Policy Protocol.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was expected to be canceled; however, Academic Council began meeting again at the beginning of AY 2024-2025.

For AY 2024-2025, The following was sent to Academic Council on June 16, 2025:

Academic Council,

I ask that you please review the changes in the following attached documents for Thursday's Academic Council meeting (all are in tracking). The documents are attached as word documents.

- PS NO 8 - General Appeal Procedure Available to Students: Cabinet agreed that the change is not substantive. One change on line 28.
- PS NO 12 - Recruitment, Retention, Promotion, and Tenure of Faculty Members: not ready
- PS NO 33 - Use of LSU Eunice Facilities and Premises: Cabinet agreed that the changes are not substantive. Change on line 42 for clarification. Other changes scattered throughout the document are editorial.
- PS NO 35 - Faculty Grievance Procedure: Waiting on HR.
- PS NO 46 - Guidelines for Faculty Workloads: Approved by Cabinet on June 2, 2025; awaiting posting in the updated Employee Handbook
- PS NO 47 - Workforce Innovation and Continuing Education Activities (2022): Cabinet agreed that the changes are not substantive. Change is on lines 56-58.
- PS NO 59 - Intellectual Property (2022): Cabinet agreed that the changes are not substantive. Changes scattered throughout the document are mostly related to links and grammar.
- PS NO 62 - Academic Honorifics: Chairs, Professorships, Lectureships, & Awards: Several changes throughout document...leading to substantive changes.
- No 74 - Principal Investigator's Manual for Research Involving Human Subjects: Not being reviewed
- PS NO 83 - Grants and Sponsored Programs (2022): not ready
- PS NO 84 - SACSCOC Accreditation Liaison's Responsibility to Report Substantive Change and Accrediting Decisions of Other Agencies: Cabinet agreed that the changes are not substantive.

Please contact me if you have any questions.

Given that all but one policy is being reviewed, this objective is met.

Attached Files

[2025-06-16 Email to AC.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Find someone to review 74. Complete the review and transfer responsibility for 83 to Grants.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 24-25 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Division of Arts and Sciences

ARSC 24-25 Orientation to University Studies (UNIV 1005)

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

New Pathways to Success students will complete an introductory orientation to LSU Eunice course gaining the competencies necessary to succeed in their first general education courses. This objective will be assessed by student learning outcomes (SLOs) in UNIV 1005: Orientation to University Studies. 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

[UNIV1005-Syllabus-AY2425.pdf](#)

Section 2: 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 14 questions on the final exam are standardized across all sections and all sites to assess student learning. **All students remaining in the course at the end of the fall and spring semesters will be assessed (i.e. no sampling).** For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 266 students enrolled in 15 sections of UNIV 1005 on the census days for fall 2024 and spring 2025 with 203 (76.3%) of them being assessed for learning (see Table 1). Table 1 also indicates the sites at which UNIV 1005 was offered during AY 2024-2025; it was not offered at any other sites, and it was not offered as an 8-week online. The results indicated that students scored an 86% overall with an 85% on outcome 1 and an 86% on outcome 2. The individual sites show that the 16-week online students scored the highest at 90%, then LSU Baton Rouge at 85%, and then finally LSU Eunice face-to-face at 84% with the LSU and LSUE Eunice sites being within one percentage point of each other.

Table 1. UNIV 1005 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	LSU BR
Overall	86	84	90	85
1. LSU Eunice resources	85	85	85	80
2. Transferrable academic skills	86	83	93	88
Total number of students tested	203	124	54	25
Total number of sections	15	11	3	1
Total number of students enrolled	266	166	73	27

Table 2 details the longitudinal data since AY 2020-2021; however, the Office of Institutional Effectiveness has been collecting data on outcomes since spring 2011. Spring 2011 through AY 2019-2020 was hidden for space considerations with the simple means are calculated from spring 2011. The data shows an increase in students from AY 2023-2024 to AY 2024-2025 with the results being nearly identical. The results from AY 2024-2025 were also above the mean for the time period dating back to spring 2011.

Table 2. UNIV 1005 Student Learning Outcome Longitudinal Results by Academic Year as a Percent

UNIV 1005 SLO Description	20-21	21-22	22-23	23-24	24-25	Mean
Overall	71	80	76	86	86	79.5
1. LSU Eunice resources	71	77	77	88	85	81.5
2. Transferrable academic skills	68	81	78	85	86	77.3
Total number of students	242	201	158	150	203	259.3

Given that the observed score of 86% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Recommendations from Univ 1005 course instructors for improvement include the following:

16 Week Face-to-face: greater emphasis on the importance of deadlines (due dates) through course discussion and student monitoring; provide skeletal notes for each module to assist struggling note takers; increase class participation through activities such as small group discussion, exit tickets, think-pair-share, etc. to demonstrate understanding and application of course content

16 Week Online: increase instructor - student relations via regularly scheduled "check in with the instructor" online meet ups; provide examples of satisfactory work for more difficult assignments and personal reflections; provide skeletal notes for each module

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 24-25 In working to maintain an effective orientation course, LSU Eunice will provide students with the necessary support to begin their college work.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ARSC 24-25 Retention- Aggregated Majors of EDUN, PSYC, and SOCL

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

LSU Eunice will 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.

Section 2: 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.

To generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2022 to fall 2023 with 227 new first-time students entering the as EDUN, PSYC, or SOCL with 120 being retained for a raw retention rate of 52.86% and two students changing their major in the first year creating an adjusted retention rate of 53.33% (see Table 1).

As a result, a historical benchmark of between 52.86% and 53.33% will be used meaning that an observed value between the two benchmarks will result in the objective being partially met while the observed value $\geq 53.33\%$ will result in the objective being met. Note that the year being examined is not included in the totals.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were 27 new first-time students declaring their major as the Associate of Science in Psychology, Sociology, or were undecided (see Table 1). A total of six were retained for a rate of 22.22%. None of the students changed their major in the first year.

Given that the observed retention of 22.22% < the historical retention of 52.86% < the adjusted retention of 53.33%, this objective is not met.

Table 1. New First-Time Undecided, Psychology, and Sociology Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Adjusted 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
Fa 21 - Fa 22	17	9	0	52.94	52.94
Fa 22 - Fa 23	47	25	0	53.19	53.19
Fa 23 - Fa 24	27	6	0	22.22	22.22
Totals	227	120	2	52.86	53.33

Section 4: Improvement Plan/ Changes Made:

It is important to note that the retention in the three programs seems to be somewhat cyclical in that retention bottomed out in fall 2014 to fall 2015, then increased. It seems as if the pattern is beginning again.

Given that, LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.

2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 24-25 Retention of EDUN, PSYC, and SOCL Majors

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Agriculture (AS)

AG 24-25 (AS) Program Competency using Peregrine Academic

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Agriculture (AS)

Section 1: 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

The difference is that the Associate of Science in Agriculture will be chosen for the major and not ASLT.

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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. Note: No students were removed due to the low n .

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this results of this outcome were inconclusive because one student graduated and did not take the assessment.

For AY 2024-2025, a total of six students graduated from the ASLT program during summer 2024, fall 2024, and spring 2025 with three (50.0%) of them being assessed. **Note: Statistically, the sample statistic for an $n = 3$ (scores on the Peregrine exam) will not be representative of the population statistic.** As a result, care should be taken in interpreting the results and developing an improvement plan.

Given the $n = 3$, the students did very well exceeding the national means or the local means from AY 2022-2023 in every case. In biology, LSU Eunice students outscored the national average by 15.09 percentage points and psychology by better than 20 percentage points. The scores are rather strong for most topics.

Table 1. AY 2024-2025 Agriculture Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	Nat'l
Total	59.3	59.3	54.58
American Literature/World Literature	60.0	60.0	$\bar{x} = 30.00$
Art/Music Appreciation	66.7	66.7	$\bar{x} = 40.00$
Biology/Microbiology	63.3	63.3	48.21
Chemistry	56.7	56.7	$\bar{x} = 40.00$
College Algebra	40.0	40.0	39.27
English/English Composition	63.3	63.3	61.17
General Psychology	70.0	70.0	49.47
Logic/Critical Thinking	60.0	60.0	47.82
Scientific Process	53.3	53.3	53.18
Number of students tested	3	3	--
Number graduating	6	6	--
Response rate based on number of graduates	50.0	--	--

As noted above, the one student graduating in AY 2023-2024 did not take the assessment (see Table 2). As a result, AY 2024-2025 was compared to AY 2022-2023 only. In every case the scores increased from AY 2022-2023 to AY 2024-2024 with the total mean increasing by 32.6 percentage points.

Table 2. Agriculture Peregrine General Education Assessment Percentage Correct.				
Topic	22-23	23-24	24-25	Mean
Total	26.7		59.3	43.0
American/World Literature	30.0		60.0	45.0
Art/Music Appreciation	40.0	none	66.7	53.3
Biology/Microbiology	10.0		63.3	36.7
Chemistry	40.0		56.7	48.3
College Algebra	20.0		40.0	30.0
English/English Composition	40.0		63.3	51.7
General Psychology	10.0		70.0	40.0
Logic/Critical Thinking	30.0		60.0	45.0
Scientific Process	20.0		53.3	36.7
Number of students tested	1	0	3	1
Number of students graduating	2	1	6	3
Response rate	50.0		50.0	50.0

Given that the observed score of 59.3% > the national benchmark of 54.58%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Given the good scores and the fact that there is only one comparison year, the Interim Dean for Arts and Sciences and the Director of IE recommend monitoring into next year.

After a discussion with the Department Head for Sciences, it was agreed that the assessment for Agriculture will be folded into the assessment for the ASLT because the same assessments are given to each (and may result in an increased n).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 24-25: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Agriculture (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AG 24-25 Retention

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Agriculture (AS)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen as major as the Associate of Science in Agriculture (AG).

Section 2: 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 as time passes. The program was implemented in fall 2021; therefore, the initial benchmark to fall 2022 through fall 2022 to fall 2023 will determine the benchmark. The Associate of Science in Agriculture is made up of two concentrations - general (AGR) and business (AGBU).

For fall 2023, two students entered the program with both being retained and no change of major (see Table 1 in Section 3).

The raw benchmark will be 66.67% and the adjusted benchmark will be 100% because two students entering in fall 2021 changed their majors. As a result, the adjusted retention rate is set at 100%. CAUTION is urged since the benchmarks are being established on an n = 6. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, institutional data indicated that two new first-time students were enrolled in the Agriculture Program on the census day for fall 2023 with two (100%) being retained to fall 2025 (see Table 1).

Given that 100% = the historical benchmark of 100%, this objective is met. Caution is urged since the n = 2 for the current year.

Table 1. Associate of Science in Agriculture Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Adjusted Retention (%)
Fa 21 - Fa 22	4	2	2	50.00	100.00
Fa 22 - Fa 23	2	2	0	100.00	100.00
Fa 23 - Fa 24	2	2	0	100.00	100.00
Totals	6	4	2	66.67	100.00

Section 4: Improvement Plan/ Changes Made:

The Department Head of Sciences and the Dean for Arts and Sciences recommend monitoring due to the low n.

After a discussion with the Department Head for Sciences, it was agreed that the assessment for Agriculture will be folded into the assessment for the ASLT because the same assessments are given to each (and may result in an increased n).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 24-25: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled
 Provided By: Agriculture (AS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AG 24-25 Placement

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Agriculture (AS)

Section 1: Objective With Intended Outcomes:

Upon graduation, Associate of Science in Agriculture majors will either be employed in the field or will continue their education.

Section 2: 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 the 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 check students' Facebook accounts to find information if it is posted.

Director of IE's note: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

Note that the program was implemented in fall 2021 and the two tentative benchmarks are based on only one year. As a result, the historical raw benchmark = 100% and the historical adjusted benchmark = 100% using data from AY 2022-2023 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 100% and up to, but not including 100% will be considered partially met while an observed value $\geq 100\%$ is considered as met. (Note that this language was inserted to conform with all other placement objectives. Simply put, the tentative benchmark is 100%.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, one student graduated from the Associate of Science in Agriculture program. The data in Table 1 indicates that one was employed in the field. As a result, the observed raw rate is $(1)/1 = 100.00\%$.

Given that the observed raw and adjusted rates of $100\% \geq$ the historical raw and adjusted rate of 100%, this outcome is met.

Table 1. Associate of Science in Agriculture Transfer and Placement Rates						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
SU 22 - SP 23	2				2	
SU 23 - SP 24	1	0	1	0	0	0
Total	2	0	0	0	2	0
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						100.00
Historical Adjusted Rate =						100.00

Section 4: Improvement Plan/ Changes Made:

The Department Head for Sciences and the Dean of Arts and Sciences recommend monitoring into the next year for additional graduates given the low n.

After a discussion with the Department Head for Sciences, it was agreed that the assessment for Agriculture will be folded into the assessment for the ASLT because the same assessments are given to each (and may result in an increased n).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 24-25: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Agriculture (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Associate of Arts Louisiana Transfer (AALT)

AALT 24-25 Professional Competency using Peregrine Academic

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Section 1: 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

Section 2: Assessment/Evaluation/Measures/Strategies:

Students will be assessed using the Peregrine Academic General Education Exam in the following areas upon graduation:

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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 27 students graduated from the ASLT program during summer 2024, fall 2024, and spring 2025 with 5 (18.5%) of them being assessed for student learning (see Table 1). **NOTE: the sample statistic for an $n = 5$ (scores on the Peregrine exam) most probably will not be representative of the population statistics.** As a result, care should be taken in interpreting the results and developing an improvement plan.

Table 1 presents the data for the five AALT students who took the assessment. Overall, the five students scored a 50.4%; this being below the national score of 54.58%. AALT students exceeded the national score in Anthropology/Sociology, Interpersonal Communication, Logic, and Applied Mathematics. There were a couple of courses, namely Biology, and Communication where face-to-face students met the benchmark, but online students did not. In addition, face-to-face students did not meet the benchmark of English composition, but the online students did.

Table 1. AY 2024-2025 AALT Peregrine General Education Assessment Results by Site (Percentage Correct).

Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
Total	50.4	50.7	50.0	54.58
American Literature/World Literature	48.0	50.0	45.0	$\bar{x}$ = 48.9
Art/Music Appreciation	32.0	26.7	40.0	$\bar{x}$ = 51.5
Biology/Microbiology	48.0	50.0	45.0	48.21
Cultural Anthropology/Sociology	64.0	63.3	65.0	61.63
English/English Composition	60.0	56.7	65.0	61.17
General Psychology	36.0	40.0	30.0	49.47
Interpersonal Communication	54.0	56.7	50.0	52.71
Logic/Critical Thinking	52.0	50.0	55.0	47.82
Mathematics/Applied Mathematics	60.0	63.3	55.0	54.58
Number of students tested	5	3	2	--
Number graduating	27	--	--	--
Response rate based on number of graduates	18.5	--	--	--

It seems as if a pattern is emerging in examining Table 2. Scores were up in AYs 2019-2020, then 2021-2022, and in AY 2023-2024. Scores were down to some degree in spring 2019 and AYs 2020-2021, then AY 2022-2023, and the current year. If the pattern in Table 2 persists, then AY 2025-2026 should show some improvement.

Table 2. AALT Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	23-24	Simple Mean
1. Total	45.8	57.5	50.9	58.4	49.6	64.9	54.5
2. American Literature/World Literature	29.2	52.5	55.0	57.1	38.1	61.4	48.9
3. Art/Music Appreciation	37.5	53.8	58.3	55.7	43.8	60.0	51.5
4. Biology/Microbiology	56.7	58.8	41.7	65.7	49.4	58.6	55.1
5. Cultural Anthropology/Sociology	63.3	68.8	65.0	70.0	66.3	78.6	68.7
6. English/English Composition	43.3	65.0	61.7	60.0	59.4	84.3	62.3
7. General Psychology	43.3	51.3	45.0	52.9	45.0	58.6	49.3
8. Interpersonal Communication	37.5	52.5	45.0	51.4	41.9	62.9	48.5
9. Logic/Critical Thinking	40.0	43.8	46.7	57.1	51.3	54.3	48.9
10. Mathematics/Applied Mathematics	61.7	71.3	40.0	55.7	51.3	65.7	57.6
Number of students tested	12	8	6	7	16	7	9.3
Number of students graduating	27	26	28	45	35	27	31.3
Response rate based on number graduating	44.4	30.8	21.4	15.6	45.7	25.9	30.6

Given that the total score of 50.4% < 54.58%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

The Interim Dean of Arts and Sciences and the Director of IE suggest a possible issue that may be taking place given the scores. The overall mean time for all students taking the assessment is 34.6 minutes (n = 183) while the AALT students only took 31.2 minutes. This could be a factor in the scores (again keeping in mind an n = 5). In addition, students take the assessment on their own or in the testing center and the assessment is not proctored. Further, students are not penalized if they do not take the assessment (i.e. students are still permitted to graduate).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 24-25 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AALT 24-25 Retention

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain students declaring their chosen major as the Associate of Arts Louisiana Transfer (AALT) from fall to the next fall.

Section 2: 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 2022 to fall 2023 with 475 new first-time students entering the AALT and 217 being retained for a benchmark of 45.68% (see Table 1 in Section 3). Twenty-eight students changed their majors in the first year yielding an adjusted retention of 48.55%.

As a result, a historical benchmark retention rate of 45.68% but less than 47.80% will be partially met while greater than or equal to 47.80% will be met.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, institutional data indicated that 28 new first-time students were enrolled on the census day for fall 2023 with eight (28.57%) being retained to fall 2024 with 2 (30.77%) students changing their major (see Table 1).

Given that the observed value of 30.77% < the historical benchmark of 45.68% and 48.55%, this objective is not met.

Table 1. New First-Time Associate of Arts LA Transfer Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Adjusted 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
Fa 21 - Fa 22	56	29	10	51.79	63.04
Fa 22 - Fa 23	31	14	7	45.16	58.33
Fa 23 - Fa 24	28	8	2	28.57	30.77
Totals	475	217	28	45.68	48.55

Section 4: Improvement Plan/ Changes Made:

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.
2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course). In fall, LSU Eunice is offering one section of split math and one section of split English.
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 24-25 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AALT 24-25 Placement

Objective Number: 2.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Section 1: Objective With Intended Outcomes:

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

Section 2: 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 who are 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed the historical rates.

As a result of the changes, the benchmarks are set at - raw = 52.94% and adjusted rate = 84.71% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 52.94% and up to, but not including 84.71% will be considered partially met while an observed value $\geq 84.71\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 39 students graduated from the Associate of Arts Louisiana Transfer program. The data in Table 1 indicates that two were employed in the field while 13 were continuing their education. As a result, the observed raw rate is $(2+13)/39 = 38.46\%$ while the observed adjusted rate = $(2+13)/(39-11) = 53.57\%$.

Given that historical raw placement rate of $52.94\% < \text{the observed adjusted rate of } 53.57\% < \text{the historical adjusted rate of } 84.71\%$, this outcome is partially met.

Table 1. Associate of Arts LA Transfer Placement Rates						
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
SU 22 - SP 23	35	0	3	0	16	16
SU 23 - SP 24	39	6	2	7	13	11
Total	272	20	29	6	115	102
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =					52.94	
Historical Adjusted Rate =					84.71	

Section 4: Improvement Plan/ Changes Made:

The Department Chair for Humanities and recommends that we monitor into the next year as the Dean position moves from interim to permanent hire.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 24-25 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Associate of General Studies

AGS/CGS 24-25 Professional Competency using Peregrine Academic

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

The associate in general studies (AGS) Degree is a transfer degree and the Certificate in General Studies (CGS) is a certificate meant as one-year milestone. Both are 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. Certificate students also take many of their GE courses in the first year.

In terms of SLOs for the AGS degree, students will be competent in the following areas (1-10):

In terms of SLOs for the CGS, students will be competent in areas 3, 5, 7, and 9.

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

Director of IE's Note: Effective AY 2024-2025, the Certificate of General Studies will be assessed with the associate in general studies because the AGS builds upon the CGS. The certificate is composed of 24 credit hours of general education courses and six hours of college level elective courses. The certificate also allows students to take courses needed for their intended major. The CGS serves as a milestone and/or exit point in an associate degree at LSU Eunice and eventually a baccalaureate degree at the student's transfer institution.

The certificate is awarded to many of the students graduating as a reverse credential. As a result, students do not generally declare the CGS as a major upon entering as a new first-time student nor do most students complete with just the certificate. For example, 550 completers in AY 2024-2025 were awarded 760 certificates and/or degrees. A total of 259 (47.1%) of the 550 completers earned the CGS. Because the CGS is a one-year program, there is no retention and no placement objectives. The program outcomes state that LSU Eunice's general education outcomes are used as program outcomes.

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 WERE NOT 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. All data points were considered due to the low n for online.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 124 students graduated from the AGS program during summer 2024, fall 2024, and spring 2025 with 52 (41.9%) of them being assessed. As the overall in Table 1 indicates, students met each of the national or historical means. In addition, LSUE face-to-face students met all outcomes while online fell slightly below the national averages for psychology and interpersonal communications.

Table 1. AY 2024-2025 AGS Peregrine General Education Assessment Results by Site (Percentage Correct).

Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
1. Total	65.6	66.2	61.1	54.58
2. Art/Music Appreciation	59.4	61.1	46.7	$\bar{x} = 46.4$
3. Biology/Microbiology	61.3	62.6	51.7	48.21
4. Cultural Anthropology Sociology	76.5	76.7	75.0	61.63
5. English/English Composition	73.8	74.7	66.7	61.17
6. General Psychology	56.2	57.2	48.3	49.47
7. Interpersonal Communications	61.5	62.8	51.7	52.71
8. Logic/Critical Thinking	56.7	57.6	50.0	47.82
9. Mathematics/Applied Math	71.0	70.0	78.3	61.31
10. US History	74.2	73.3	81.7	$\bar{x} = 63.2$
Number of students tested	52	46	6	--
Number graduating	124	--	--	--
Response rate based on n graduating	41.9	--	--	--

In addition, for the certificate, the individual scores for 1. overall, 3. biology, 5. English, 7. communication, and 9. mathematics all exceed the national averages.

Next, Table 2 details the longitudinal data since the assessment first began in spring 2019. The AY 2024-2025 students outperformed the AY 2023-2024 students in every subject with the overall being just over ten percentage points higher. In addition, the AY 2024-2025 performance exceeded the total mean for any year shown and was 12.5 percentage points higher than the total mean for the time period.

Table 2. Longitudinal AGS Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	23-24	24-25	Simple Mean
1. Total	46.2	53.3	54.6	56.6	52.3	55.5	65.6	54.9
2. Art/Music Appreciation	35.0	47.4	49.1	50.0	48.7	47.9	59.4	48.2
3. Biology/Microbiology	42.7	52.9	51.1	52.5	50.6	53.6	61.3	52.1
4. Cultural Anth & Soci	59.2	62.1	63.2	62.9	57.8	63.7	76.5	63.6
5. English/English Composition	44.6	52.3	63.3	59.4	53.7	64.0	73.8	58.7
6. General Psychology	39.6	47.3	48.4	51.3	45.0	48.8	56.2	48.1
7. Interpersonal Comm	37.7	48.2	50.2	51.0	48.4	54.2	61.5	50.2
8. Logic/Critical Thinking	42.7	48.9	47.2	51.9	48.1	46.8	56.7	48.9
9. Mathematics/Applied Math	55.8	58.9	53.9	63.3	43.4	56.4	71.0	57.5
10. US History	58.9	61.7	65.3	66.9	61.7	64.4	74.2	64.7
Number of students tested	26	66	57	52	68	73	52	56
Number of students graduating	27	79	83	95	128	140	124	97
Response rate	96.3	83.5	68.7	54.7	53.1	52.1	41.9	64.4

Given that the overall score of 65.6% > the national mean of 54.58%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Interim Dean for Arts and Sciences and the Director of IE both believe that this outcome should be monitored over the next year given the good results. While online fell short in psychology and communications in the online environment, both were within just over one percentage point of meeting the national average.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AGS/CGS 24-25 Maintain an Effective Associate of General Studies and Certificate of General Studies Programs

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AGS 24-25 Retention

Objective Number: 3.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen as major as the Associate of General Studies (AGS) from fall to the next fall.

Because the Certificate of General Studies is a one-year program, retention to the next fall is not anticipated.

Section 2: 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 2022 to fall 2023 with 595 new first-time students entering AGS and 246 being retained for a retention rate of 41.34% (see Table 1 in Section 3). A total of 30 students changed their major yielding an adjusted retention rate of 43.54%, removing the 30 students from the 595 total.

As a result, the retention benchmark is established at 41.34% but less than 43.54% will be partially met while greater than or equal to 43.54% is met. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met. The Dean left for another position prior to an improvement plan being implemented.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were 49 new first-time students declaring their major as the Associate of General Studies (see Table 1). A total of 24 were retained for a rate of 48.98%. Three students changed their major in the first year yielding an adjusted retention of 52.17%.

Given that the observed range of 48.98-52.17% > the historical benchmarked range of 41.34-43.54%, this objective is met.

Table 1. New First-Time Associate of General Studies 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 (%)	Adjusted 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
Fa 21 - Fa 22	93	38	8	40.86	44.71
Fa 22 - Fa 23	84	30	4	35.71	37.50
Fa 23 - Fa 24	49	24	3	48.98	52.17
Totals	595	246	30	41.34	43.54

Section 4: Improvement Plan/ Changes Made:

Because retention is impacted the corequisite program campus wide and this objective was met, the Department Chair for Humanities recommends that the data for the Associate of General Studies program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AGS/CGS 24-25 Maintain an Effective Associate of General Studies and Certificate of General Studies Programs

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AGS/CGS 24-25 Placement

Objective Number: 3.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

Upon graduation, Associate of General Studies (Certificate of General Studies) majors will either be employed in the field or will continue their education.

Note: Students graduating with the Associate of General Studies degree are awarded the Certificate of General Studies as well.

Section 2: 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 the Certificate of General 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 who are 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the benchmark values are: Raw Rate = 46.35% and Adjusted Rate = 78.21% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 46.35% and up to, but not including 78.21% will be considered partially met while an observed value $\geq 78.21\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 135 students graduated from the Associate of General Studies program. The data in Table 1 indicates that six were employed in the field while two were continuing their education. As a result, the observed raw rate is $(6+60)/135 = 48.89\%$ while the observed adjusted rate = $(6+60)/(135-54) = 81.48\%$.

Given that the observed raw of 48.89% and adjusted rates of 81.48% $>$ the historical raw rate of 46.35% and the adjusted rate of 78.21%, this outcome is met.

Table 1. Associate of General Studies 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
SU 22 - SP 23	128	6	7	4	46	65
SU 23 - SP 24	135	11	6	4	60	54
Total	999	93	112	35	351	407
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						46.35
Historical Adjusted Rate =						78.21

Section 4: Improvement Plan/ Changes Made:

The Department Chair for Humanities and the Dean of Arts of Sciences recommends that we monitor into the next year as the Dean position moves from interim to permanent hire.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AGS/CGS 24-25 Maintain an Effective Associate of General Studies and Certificate of General Studies Programs

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of General Studies

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Associate of Science Louisiana Transfer (ASLT)

ASLT 24-25 Professional Competency using Peregrine Academic

Objective Number: 4.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Section 1: 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

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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. All students were considered in the data due to the low n .

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was inconclusive with an $n = 1$.

For AY 2024-2025, a total of 19 students graduated from the ASLT program during summer 2024, fall 2024, and spring 2025 with 9 (19.0%) of them being assessed. **Note: Statistically, the sample statistic for an $n = 9$ (scores on the Peregrine exam) will not be representative of the population statistic.** As a result, care should be taken in interpreting the results and developing an improvement plan.

As Table 1 indicates, the ASLT students exceeded the national mean for biology, college algebra, English composition, and the scientific process. Two of the students took the assessment in less than 15 minutes; however, the overall only increased from 48.5% to 52.2%. In addition, the other scores did not increase enough to exceed the national or historical averages. Note that the national values shown as means refer to the historical values taken from Table 2 as the specific subject areas do not have students in the pool ($x > 30,000$) to general national averages.

Table 1. AY 2024-2025 ASLT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	Nat'l
Total	48.5	48.5	54.58
American Literature/World Literature	33.3	33.3	$\bar{x} = 40.50$
Art/Music Appreciation	47.8	47.8	$\bar{x} = 48.70$
Biology/Microbiology	58.9	58.9	48.21
Chemistry	37.8	37.8	$\bar{x} = 48.00$
College Algebra	44.4	44.4	39.27
English/English Composition	67.8	67.8	61.17
General Psychology	42.2	42.2	49.47
Logic/Critical Thinking	40.0	40.0	47.82
Scientific Process	64.4	64.4	53.18
Number of students tested	9	9	--
Number graduating	19	19	--
Response rate based on number of graduates	47.4	--	--

Table 2 shows the longitudinal data for the ASLT majors since the test was first given in spring 2019. It indicates that the mean fell from 53.9% in AY 2023-2024 to 48.5% currently. Table 2 also indicates that American Literature, Art/Music, and Chemistry scores for AY 2024-2025 fell below the longitudinal means as well. Removing the two students taking < 15 minutes did not result in any changes as the scores for American Literature, Art/Music, and Chemistry still fell below the longitudinal means.

Table 2. ASLT Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	23-24	Mean
Total	46.1	47.4	53.7	57.2	46.2	53.9	50.8
American Literature/World Literature	32.9	39.1	63.3	53.8	24.0	30.0	40.5
Art/Music Appreciation	41.4	43.6	61.7	58.8	37.0	50.0	48.7
Biology/Microbiology	54.3	53.6	61.7	63.8	55.0	60.0	58.1
Chemistry	45.7	47.3	48.3	67.5	39.0	40.0	48.0
College Algebra	34.3	39.1	33.3	52.5	53.0	55.0	44.5
English/English Composition	57.1	54.6	60.0	52.5	62.0	70.0	59.4
General Psychology	42.1	45.5	46.7	60.0	36.0	50.0	46.7
Logic/Critical Thinking	48.6	48.2	53.3	47.5	54.0	65.0	52.8
Scientific Process	54.3	55.5	55.0	58.8	56.0	65.0	57.4
Number of students tested	4	11	6	8	10	1	7
Number of students graduating	14	20	11	14	19	11	15
Response rate based on number graduating	28.6	55.0	54.5	57.1	52.6	9.1	42.8

Given that the observed score of 48.5% < the national average of 54.58%, this objective is not met keeping in mind an n = 9.

Section 4: Improvement Plan/ Changes Made:

Meetings with advisors will take place. The purpose of these meetings will be to strongly suggest students are instructed to take the assessment more seriously.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 24-25 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 3. Partnerships
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

ASLT 24-25 Retention

Objective Number: 4.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen as major as the Associate of Science Louisiana Transfer (ASLT) from fall to the next fall.

Section 2: 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 2022 to fall 2023 with 309 new first-time students entering ASLT and 142 being retained for a retention rate of 45.95% (see Table 1 in section 3). In addition, 19 students changed their major in the first year; therefore, the adjusted retention is 48.97% with an $n = 309$.

As a result, the retention benchmark is set 45.95% to 48.97% given the historical data meaning that an observed value at 45.95, but less than 48.97 will result in the objective being partially met while the observed value $\geq 48.97\%$ will result in the objective being met. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met. The dean left for another job prior to implementing an improvement plan.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were 10 new first-time students declaring their major as the ASLT (see Table 1). A total of four were retained for a rate of 40.00%. Three students changed their major in the first year yielding an adjusted retention of 57.14%.

Given that the observed range of 40.00-57.14% > the historical benchmarked range of 45.95-48.97%, this objective is met.

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 (%)	Adjusted 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
Fa 21 - Fa 22	37	20	8	54.05	68.97
Fa 22 - Fa 23	11	4	0	36.36	36.36
Fa 23 - Fa 24	10	4	3	40.00	57.14
Totals	309	142	19	45.95	48.97

Section 4: Improvement Plan/ Changes Made:

Because retention is being impacted, the corequisite program campus wide and this objective was met, the Department Chair for Sciences recommends that the data for the ASLT program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 24-25 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ASLT 24-25 Placement

Objective Number: 4.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Section 1: 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.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the Raw Rate = 49.66% while the Adjusted Rate = 82.02% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 49.66% and up to, but not including 82.02% will be considered partially met while an observed value $\geq$ 82.02% is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 14 students graduated from the Associate of Science Louisiana Transfer program. The data in Table 1 indicates that one was employed in the field while six were continuing their education. As a result, the observed raw rate is $(1+6)/14 = 50.00\%$ while the observed adjusted rate = $(1+6)/(14-1) = 82.02\%$.

Given that historical raw placement rate of 49.66% < the observed raw rate of 50.00% and adjusted rate of 53.85% < the historical adjusted rate of 82.02%, this outcome is partially met.

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	10	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	17	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
SU 22 - SP 23	18	1	0	0	10	7
SU 23 - SP 24	14	3	1	3	6	1
Total	147	15	3	1	70	58
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						49.66
Historical Adjusted Rate =						82.02

Section 4: Improvement Plan/ Changes Made:

Given that the objective has been met twice in two years, the Department Chair for Sciences and the Dean of Arts and Sciences recommends that we monitor into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 24-25 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Care and Development of Young Children (AS)

CDYC 24-25 (AS) Professional Competency

Objective Number: 5.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in Care and Development of Young children program, graduates will possess the knowledge necessary to be successful as entry level childcare teachers. Upon the completion of the Care and Development of Young Children, Associate of Science, the graduate will:

1. assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. design and implement strategies for involving parents and families of young children in their children's education.
3. demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

These outcomes are assessed using the student learning outcomes (SLOs) from the following courses that are taken as students are completing the program:

According to the EDCI 2900 (Practicum in Early Childhood Education) syllabus, the SLO's for the course are as follows (see file below):

1. Students will be able to assess, design, and implement developmentally appropriate teaching and learning strategies and curriculum for young children as recommended by the National Association for the Education of Young Children (NAEYC).
2. Students will demonstrate behaviors consistent with early childhood professionals based upon ethical and professional standards related to the early childhood profession.

According to the **EDCI 2020** (Development and Methods in Early Childhood Education) syllabus, the SLO's for the course are as follows:

1. Demonstrate an understanding of stages of young children's characteristics and needs and needs of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child (NAEYC Standard One) (see page 2 of the attached NAEYC PDF file below).
2. Demonstrate an understanding that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals (NAEYC Standard Three) (see page 4 of the attached NAEYC PDF file below).

According to the **EDCI 2027** (Fostering Literacy in Young Children) syllabus, the SLO's for the course are as follows (see file below):

1. Define emergent literacy and describe the three levels of literacy development in children -emergent, beginning, and fluent.
2. Understand the development of literacy skills in children, including phonemic awareness, phonics, vocabulary, spelling, writing, and comprehension.
3. Be familiar with obstacles to literacy learning (e.g. dyslexia, poverty, cultural and language differences)
4. With parental permission, assess a child between 4 and 8 years of age to determine his/her level of literacy development in the areas identified in item B, and submit an Assessment Project folder including test results and documentation and recommendations for caregivers and teachers.

Attached Files

[EDCI 2020 syllabus fall 2024.pdf](#)

[EDCI 2900 syllabus sp25.pdf](#)

[Gonzalez EDCI2027 Syllabus SP25.pdf](#)

Section 2: 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 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 on 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%.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

EDCI 2900

For the AY 2024-2025, there were two students registered in EDCI 2900 on the census day for Spring 2025. A total of two students were evaluated.

For EDCI 2900 SLO 1, two students submitted student practicum evaluations and reported data on a total of two individual student learning goals.

For EDCI 2900 SLO 2, two 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. The results were:

For objective 1, the observed mean of 4.33 % > the established benchmark of 3.00

For objective 2, the observed mean of 5.0 % > the established benchmark of 3.00

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

EDCI 2020

For AY 2024-2025, there were two students registered in EDCI 2020 on the census day for Fall 2024. Both 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.

For objective two, all students completed observation rubrics (based on live classroom observations) demonstrating an understanding of developmentally appropriate practice as it pertains to the developmental domains of young children. Four students were evaluated.

For objective 1, the observed mean of 82.26% > the established benchmark of 70%.

For objective 2, the observed mean of 92.56% > the established benchmark of 70%.

The overall observed mean of 87.41% > the established benchmark of 70%. As a result, this section of the objective is met.

EDCI 2027

For AY 2024-2025, there were three students registered in EDCI 2027 on the census day for Spring 2025. Two students were evaluated.

For outcome 1, students were assessed using questions on a publisher made My Lab assignments and quizzes aligned with text topics of emergent literacy and levels of literacy development in children.

For outcome 2, students were assessed using questions on a publisher made My Lab assignments and quizzes aligned with text topics of the development of literacy skills in children.

For outcome 3, students were assessed by using a rubric based on an oral presentation of activities teachers can employ to reduce each of the obstacles to literacy learning based on text topics of obstacles to literacy learning.

For outcome 4, students were assessed using test forms provided for the literacy project aligned with text topics of literacy development.

Outcome 1: The observed mean of 98% > the established benchmark of 70%.

Outcome 2: The observed mean of 80% > the established benchmark of 70%.

Outcome 3: The observed mean of 94% > the established benchmark of 70%.

Outcome 4: The observed mean of 95% > the established benchmark of 70%.

The overall observed mean of 91.7% > the established benchmark of 70%. As a result, this section of the objective is met.

Summary

Given that the observed values from

- EDCI 2020 = 87.41% > the established benchmark of 70%
- EDCI 2900 = 4.78 > the established benchmark of 3.
- EDCI 2027 = 91.7% > the established benchmark of 70%.

This outcome is met.

Director of IE's note: There is a small n in all cases. As a result, the sample parameters may not represent the population parameters.

Attached Files

[EDCI 2900 STUDENT EVAL 1.pdf](#)

[EDCI 2900 STUDENT EVAL 2.pdf](#)

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

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

[EDCI 2020 observation sample 1.pdf](#)

[EDCI 2020 observation sample 2.pdf](#)

[EDCI2027 SAMPLE RUBRICS SP25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

EDCI 2020

The improvement plan for Fall 2025 includes continuing to monitor student progress on exams and observations and including a digital literacy component to the course.

EDCI 2027

The improvement plan for Spring 2026 includes more extensive explanations and discussions during class time, and classroom demonstrations of teachers using each test (form).

EDCI 2900

The improvement plan for Spring 2025 includes providing opportunities for guest speakers and a mid-semester self-reflection to evaluate strengths and areas of improvement.

Attached Files

[EDCI 2020-SLO-Reporting-Form fall 24.pdf](#)

[EDCI 2900 SLO-Reporting-Form sp25.pdf](#)

[SLO Report EDCI2027 Spring 2025 Leonor Gonzalez.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CDYC 24-25 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CDYC 24-25 (AS) Retention

Objective Number: 5.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen as major as Care and Development of Young Children (CDYC) from fall to the next fall.

Section 2: 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 examined from fall 2013 to fall 2014 through fall 2022 to fall 2023 with 120 new first-time students entering the CDYC and 52 being retained for a retention value of 43.33% (see Table 1 in Section 3 below). Removing the ten students changing their major in the first year reduces the total n to 110 to produce an adjusted retention of 47.27%.

As a result, an observed retention rate equal to 43.33% but less than 47.27% will be partially met while 47.27% or higher will be met. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were four new first-time students declaring their major as the CDYC (see Table 1). A total of two were retained for a rate of 50.00%. One student changed his/her major in the first year yielding an adjusted retention of 66.67%.

Given the observed range of 50.00-66.67% > the historical benchmarked range of 43.33%-47.27%, this objective is met.

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 (%)	Adjusted 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
Fa 21 - Fa 22	20	10	5	50.00	66.67
Fa 22 - Fa 23	15	8	1	53.33	57.14
Fa 23 - Fa 24	4	2	1	50.00	66.67
Totals	120	52	10	43.33	47.27

Section 4: Improvement Plan/ Changes Made:

Because retention is being impacted, the corequisite program campus wide and this objective was met, the program coordinator recommends that the data for the CDYC program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CDYC 24-25 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CDYC 24-25 (AS) Placement

Objective Number: 5.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Section 1: 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.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the raw rate = 55.36% while the adjusted rate = 79.49% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 55.36% and up to, but not including 79.49% will be considered partially met while an observed value $\geq 79.49\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met with an $n = 5$.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, three students graduated from the Associate of Science in CDYC program. The data in Table 1 indicates that none were employed in the field while one was continuing their education. As a result, the observed raw rate is $(0+1)/3 = 33.33\%$ while the observed adjusted rate = $(0+1)/(3-0) = 33.33\%$.

Given that the observed raw and adjusted rates $<$ the historical raw and adjusted rates, the results of this outcome are inconclusive with an $n = 3$.

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
SU 22 - SP 23	5	0	2	0	3	0
SU 23 - SP 24	3	2	0	0	1	0
Total	56	3	24	5	7	17
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						55.36
Historical Adjusted Rate =						79.49

Section 4: Improvement Plan/ Changes Made:

The program coordinator suggests that the data be monitored for additional graduates because the characteristics of a sample of 3 may not be representative of the population parameters.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CDYC 24-25 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Certificate of General Studies

CGS 24-25 Program Competency

Objective Number: 6.1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Certificate of General Studies

Section 1: Objective With Intended Outcomes:

Background Information: The certificate is composed of 24 credit hours of general education courses and 6 hours of college level elective courses and allows students to take courses needed for their intended major. It can also serve as a milestone and/or exit point in an associate degree at LSU Eunice and eventually a baccalaureate degree at the student's transfer institution.

This certificate is awarded to many of the students graduating as a reverse credential. As a result, students do not generally declare the Certificate of General Studies as a major upon entering as a new first-time student nor do most students complete with just the certificate. For example, 181 (37.9%) of the 478 students during AY 2023-2024 were awarded the certificate along with an associate's degree and 39 (8.2%) of 478 students completed just the certificate and no associate degree. As a result, there is no retention and there is no placement objective for this credential,

Section 2: Assessment/Evaluation/Measures/Strategies:

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not evaluated because the program was just implemented.

Director of IE's note on assessment: For AY 2024-2025, this objective was cancelled after a discussion with the Vice Chancellor for Academic Affairs and Provost, Dr. John Hamlin, in the summer of 2025. Because CGS feeds into the AGS, certain topics (namely 3. Biology; 5. English composition; 7. Communication; and Applied Mathematics) will be used to assess the CGS.

Section 4: Improvement Plan/ Changes Made:

n/a

Chemical Technician (CTS)**CCHT 23-24 (CTS) Professional Competency**

Objective Number: 7.1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Chemical Technician (CTS)

Section 1: 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).

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive because of an $n = 1$.

For AY 2024-2025, there were five students enrolled in the Chemical Technician program. Given the low $n = 5$, no data was collected.

Therefore, the results are inconclusive.

Section 4: Improvement Plan/ Changes Made:

Given so little data, a question surfaced: Would this program be better served by being assessed along with the Associate of Science Louisiana Transfer (ASLT) program? Students take many of the same courses and take the Peregrine General Education Assessment.

After a discussion with the Department Head for Sciences, it was agreed that the assessment for Agriculture will be folded into the assessment for the ASLT because many of the same courses are taken.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CCHT 24-25 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 7

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CCHT 24-25 (CTS) Placement**Objective Number:** 7.2**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Canceled**Provided By:** Chemical Technician (CTS)**Section 1: 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.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

There is no benchmark as only one student completed the program from AY 2012-2013 through spring 2022. That student could not be contacted.

Attached Files

[Rate-Formula.pdf](#)**Section 3: Assessment/Evaluation Results (Progress Report):**

For AY 2023-2024, the results of this outcome were inconclusive because no students completed the program in AY 2022-2023.

For AY 2024-2025, there were no completers in AY 2023-2024; therefore, there was no data to report.

Section 4: Improvement Plan/ Changes Made:

n/a

After a discussion with the Department Head for Sciences, it was agreed that the assessment for Agriculture will be folded into the assessment for the ASLT because many of the same courses are taken.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CCHT 24-25 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 7

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Health Sciences, Business, Technology, and Public Protection and Safety***Accounting Technology, Account Clerk (CTS)*****ATC 24-25 (CTS) Professional Competency**

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Section 1: 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.

ACCT 2001: Introduction to Financial Accounting - Upon completion of this course, students will

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

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

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

ACCT 2105: Quick Books Accounting with Payroll - Upon the completion of this course, students will demonstrate:

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

Program outcomes reviewed February 8, 2024.

Attached Files

[ACCT 2001-Syllabus-Fa-24.pdf](#)

[ACCT 2101-Syllabus-Fa-24.pdf](#)

[ACCT 2105-Syllabus-Fa-24.pdf](#)

Section 2: 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

ACCT 2001

There were 103 students in four face-to-face at the LSU Eunice site and two online sections on census day for the fall and spring semesters with 87 (84.5%) being assessed for learning (see Table 1). Table 1 indicates that sections were offered at the LSU Eunice face-to-face site and 16-week only; the course was not offered at any other site or in any other methodology. The results depicted in Table 1 indicate that both the face-to-face and online students performed similarly with the LSU Eunice face-to-face site scores slightly outpacing the 16-week online scores. Combining both sites using a weighted mean, the overall was 93% with outcome 1 at 90% and outcome 2 at 95%.

Table 1. ACCT 2001 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	93	93	92
1. Prepare financial statements.	90	91	88
2. Prepare journal entries	95	95	95
Total number of students tested	87	53	34
Total number of sections	6	4	2
Total number of students enrolled on census days	103	62	41

Longitudinally, the results show that in AY 24-25, the "Overall" student learning outcome was 93%, which is higher than both the 90% in AY 23-24 and the overall simple mean of 90.4%. For "Prepare financial statements," AY 2024-2025 showed 90%, an increase from 88% in AY 2023-2024, and also higher than the simple mean of 87.6%. "Prepare journal entries" also saw an improvement in AY 2024-2025, reaching 95% compared to 92% in AY 2023-2024, and surpassing its simple mean of 90.0%. This indicates a general positive trend in student performance for AY 2024-2025 across all measured outcomes compared to the previous academic year and the historical average.

Table 2. Longitudinal SLO Results for ACCT 2001 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	89	87	92	92	90	93	90.4
1. Prepare financial statements.	81	83	93	91	88	90	87.6
2. Prepare journal entries	96	93	91	73	92	95	90.0
Total number of students tested	71	75	72	92	127	87	87

Given that the observed score of 93% > the benchmark of 70%, this part of the outcome is met.

ACCT 2101

ACCT 2101 had two 16-week online and two face-to-face sections as shown in Table 3. In all, there were 73 students registered for the fall and spring semesters on the census days, with 70 (95.8%) being assessed for learning (see Table 3). Note that Table 3 indicates where the course was taught during the current academic year; it was not taught at any other site or through a different methodology.

The data shows that the overall was 93% with outcome 1 at 90% and outcome 2 at 97% (see Table 3). As the data indicates, face-to-face students scored slightly higher than they did online; this includes the overall and each outcome.

Table 3. ACCT 2101 SLO Results by Site AY 2024-2025 in Percentages.			
SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	93	95	90
1. Prepare a cost production report.	90	92	86
2. Calculate a breakeven point	97	98	95
Total number of students tested	70	43	27
Total number of sections	4	2	2
Total number of students enrolled on census days	73	44	29

Longitudinally, the results show that in AY 2024-2025, the overall for ACCT 2101 was 93%, showing a slight increase from 91% in AY 2023-2024 and a notable improvement over the overall simple mean of 85.4%. For "Prepare a cost production report," AY 2024-2025 data was 90%, which is a slight decrease from 91% in AY 2023-2024 but still higher than the simple mean of 81.8%. The "Calculate a breakeven point" outcome significantly improved in AY 2024-2025, reaching 97% compared to 91% in AY 2023-2024, and exceeding its simple mean of 90.4%. Overall, while one specific outcome saw a minor dip, the general trend for AY 2024-2025 demonstrates strong performance, particularly in "calculate a breakeven point," surpassing both the previous academic year and the overall historical average.

Table 4. Longitudinal SLO Results for ACCT 2101 by Academic Year as a Percentage.							
Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	83	75	80	90	91	93	85.4
1. Prepare a cost production report.	76	66	79	89	91	90	81.8
2. Calculate a breakeven point	89	93	81	92	91	97	90.4
Total number of students tested	55	49	64	63	93	70	66

Given that the observed score of 93% > the benchmark of 70%, this part of the outcome is met.

ACCT 2105

For ACCT 2105, a total of seven (100%) of the seven students enrolled in the one online section for spring 2025 on the census day were assessed for student learning (see Table 5). The course was offered online only. No course sections were offered at any other site or through another methodology. The data shows that students achieved a 100% for the overall and all three outcomes.

Table 5. ACCT 2105 SLO Results by Site AY 2024-2025 in Percentages.		
SLO Description	Overall	Online 16-Wk
Overall	100	100
1. Conduct transactions	100	100
2. Create reports	100	100
3. Set up an entire company	100	100
Total number of students tested	7	7
Total number of sections	1	1
Total number of students enrolled on census days	7	7

Results indicate that 2024-2025 performed the same as 2023-2024 and was above the overall simple mean as shown in Table 6.

Table 6. Longitudinal SLO Results for ACCT 2105 by Academic Year as a Percentage.				
Student Learning Outcomes	22-23	23-24	24-25	Mean
Overall	95	100	100	98.3
1. Conduct transactions	86	100	100	95.3
2. Create reports	100	100	100	100.0
3. Set up an entire company	100	100	100	100.0
Total number of students tested	5	8	7	7

Given that the observed score of 100% > the benchmark of 70%, this part of the outcome is met; however, care should be taken in interpreting the results, given an $n = 7$, given that the sample scores may not be representative of the scores of the overall population.

Summary

Given the observed scores for

- ACCT 2001 = 93% > the benchmark of 70%,
- ACCT 2101 = 93% > the benchmark of 70%, and
- ACCT 2015 = 100% > the benchmark of 70%

this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, faculty believe they can improve student learning by:

ACCT 2001

- face-to-face: adapt lectures to different learning styles and conduct a thorough review of the material covered in the final assignment.
- online: integrate regular online assignments to assess comprehension, provide feedback, and facilitate one-on-one support for students that need assistance.

ACCT 2101

- face-to-face: To encourage further progress, students should seek help with challenging topics, particularly by utilizing office hours. Fostering an open and supportive learning environment where students feel comfortable asking questions will also contribute to continued growth and deeper understanding.
- online: offering office hours via video or in-person sessions can provide valuable opportunities for one-on-one or small group assistance.

ACCT 2105

- online: assign representative problems online that enable students to meet this learning objective.

Attached Files

[ACCT 2001 F-F SP25.pdf](#)

[ACCT 2001 16-wk online SP25.pdf](#)

[ACCT 2101 F-F SP25.pdf](#)

[ACCT 2101 16-wk online SP25.pdf](#)

[ACCT 2105 16-wk online Sp25.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATC 24-25 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ATC 24-25 (CTS) Placement

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Section 1: Objective With Intended Outcomes:

Upon graduation, Accounting Technology - Accounting Clerk (CTS) majors will either be employed in the field or will continue their education.

Section 2: 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 who are 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark = 51.85% and the historical adjusted benchmark = 73.68% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). As a result, an observed value from 51.85% and up to, but not including 73.68% will be considered partially met while an observed value $\geq 73.68\%$ is considered as met. Note Table 1 is not included because there were no completers.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was

For AY 2024-2025, there were no completers in AY 2023-2024; therefore, there is no data to report.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATC 24-25 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Administrative Technology Specialist (CTS)

ATS 24-25 (CTS) Professional Competency

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Administrative Technology Specialist (CTS)

Section 1: Objective With Intended Outcomes:

Upon satisfactory completion of this curriculum students will be qualified to enter the business world as an Administrative Assistant. The student will demonstrate the skills to meet the challenges of today's business environment as an Administrative Technology Specialist. The program outcomes are upon the completion of the Administrative Technology Specialist Program, the student will:

1. Utilize typical software as needed in the particular office setting.
2. Prepare professional correspondences.
3. Display professionalism.

These program outcomes will be assessed using ISDS 2100 (Microcomputer Applications in Business) - with the following student learning outcomes (SLOs (see ISDS 2100 file below). Upon successful completion of this course in Administrative Technology CTS) Program, students will:

1. Create and format professional documents using Microsoft Word
2. Enter, analyze, and present quantitative data using Microsoft Excel
3. Create a collection of slides containing text, charts, pictures, sound, movies, and other multimedia components using Microsoft PowerPoint

The program outcomes will also be assessed using BAS 2300 (Business Correspondence) with the following SLOs (see BAS 2300 file below): Upon the conclusion of this course, the student will:

1. Discuss business communication.
2. Design business messages.
3. Describe professionalism at work.

Program outcomes updated August 5, 2025.

Attached Files

[ISDS 2100-Syllabus-Fa-24.pdf](#)

[BAS 2300-Syllabus-Fa-24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

For the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Outcomes for ISDS 2100 will be assessed using assignments that will help the student achieve these learning outcomes including but not limited to, readings, projects, assessments, and discussions

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to an n = 1.

For AY 2024-2025, there were two 8-week sections offered of **BAS 2300** - one in fall 2024 and one in spring 2025. In total, there were 32 students enrolled as of the census days with 31 (96.9%) of them being assessed for learning (see Table 1). The results show that "Describe professionalism" achieved the highest score at 94%, while "Business communication" and "Design business messages" both scored 88%. Students did well, achieving an overall score of 90%.

Table 1. BAS 2300 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	Online 8-Wk
Overall	90	90
1. Business communication	88	88
2. Design business messages	88	88
3. Describe professionalism	94	94
Total number of students tested	31	31
Total number of sections	2	2
Total number of students enrolled on census days	32	32

There is no longitudinal data because the outcomes changed for AY 2022-2023 and there have been no students enrolled in the program in academic years 2022-2023 or 2023-2024.

Next for **ISDS 2100**, there were 97 students enrolled on census days with 83 (85.6%) of them being assessed for learning (see Table 2). The results indicate the overall average performance for ISDS 2100 was 87%. When comparing the two modalities, the LSUE Face-to-Face modality generally performed slightly better than the Online 16-Week modality. For instance, the "Overall" score for LSUE Face-to-Face was 88% compared to 86% for Online 16-Week. This trend is consistent across individual software skills: LSUE Face-to-Face students scored higher in Word (89% vs. 86%), Excel (84% vs. 83%), and higher in PowerPoint (92% vs. 87%).

Table 2. ISDS 2100 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	87	88	86
1. Word	88	89	86
2. Excel	83	84	83
3. PowerPoint	89	92	87
Total number of students tested	83	35	48
Total number of sections	4	2	2
Total number of students enrolled	97	36	61

Longitudinally, the overall was 87% for AY 2024-2025, which is consistent with AY 2023-2024 and slightly above the simple mean of 85.5%. For Word, AY 2024-2025 showed an improvement to 88% from 85% in AY 2023-2024, also exceeding its simple mean of 84.6%. Excel performance in AY 2024-2025 was 83%, a slight increase from 82% in AY 2023-2024, and above its simple mean of 80.7%. However, PowerPoint saw a decrease in AY 2024-2025 to 89% from 92% in AY 2023-2024, falling below its simple mean of 90.4%. While "PowerPoint" experienced a dip, the overall trend for ISDS 2100 in AY 2024-2025 indicates stable to improved performance in "Overall," "Word," and "Excel" compared to the previous year and the historical average.

Table 3. Longitudinal SLO Results for ISDS 2100 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	84	84	84	87	87	87	85.5
1. Word	85	82	82	86	85	88	84.6
2. Excel	79	81	78	81	82	83	80.7
3. PowerPoint	89	89	90	93	92	89	90.4
Total number of students tested	82	91	79	79	83	83	83

Given that the observed score of

- 90% for BAS 2100 >
- 87% for ISDS 2100 >

the established benchmark, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, faculty believe they can improve student learning by:

BAS 2300 online: the instructor could provide additional resources if needed.

ISDS 2100

- face-to-face: the instructor will encourage students to complete the practice exams in TestOut.
- online: the instructor will continue to monitor and review individual student assignments, lab work, and online participation each week, providing feedback to help students better prepare for the section test.

Attached Files

[BAS 2300 FA24 8-wk online.pdf](#)

[ISDS2100 FA24 F-F.pdf](#)

[ISDS2100 SP25 8-wk online.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATS 24-25 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ATS 24-25 (CTS) Placement**Objective Number:** 3.2**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Administrative Technology Specialist (CTS)**Section 1: Objective With Intended Outcomes:**

Upon graduation, Administrative Technology Specialist majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark = 57.14% and the historical adjusted benchmark = 66.67% based on data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). As a result, an observed value from 57.14% and up to, but not including 57.15% will be considered partially met while an observed value $\geq 66.67\%$ is considered as met. Note that Table 1 is not included because there were no completers.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to an n = 0.

For AY 2024-2025, no students completed the program in AY 2023-2024; therefore, there is no data to report.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATS 24-25 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Computer Information Technology (AAS)**CIT 24-25 (AAS) Program Professional Competency**

Objective Number: 6.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Section 1: 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

OLD: 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.

NEW: Effective Fall 2025, CSC 2264 is being replaced with CSC 2265: The student, upon successful completion of this course, will:

1. Use control structures to alter the sequential flow of execution
2. Define the programmed-defined functions (and change the word 'understanding' to 'define' if necessary).
3. Evaluate arrays and strings

RATIONALE for Change: CSC 2265 is one of two final coding classes the Systems Analysis and Programming students take. This will be a better assessment as there are two semesters of C++ and therefore, we'll be better able to see the growth of the students and any weak spots.

The SLOs for **CSC 2340 (Network Infrastructure)** are: Upon the successful completion of this course, students will: (**Old SLOs**)

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.

New SLOs effective fall 2025: The student, upon successful completion of this course, will (see the attached syllabus):

1. Have a basic understanding of network infrastructures, topologies and their functions.
2. Be able to set up and configure routing and switching within network topologies.
3. Understand network security concepts and implementation.

Rationale: The Test Out Exam that students sit for was updated (see attached email).

Director of IE's note: Faculty were advised of the following for the new SLOs for CSC 2340:

Outcome 2 is not measurable and should read demonstrate a secure...

Outcome 3 begins with "will". The will is contained in the statement above and is not needed.

Director of IE's note: Upon the conclusion of the AY 2024-2025 IE cycle, the coordinator will map the SLO outcomes to the program outcomes. The data will then be posted in this section to show a revision date

Attached Files

[CSC 2264 Syllabus.pdf](#)

[CSC 2253 Syllabus.pdf](#)

[CSC2340 Syllabus.pdf](#)

[2025-05-05 Email on CSC 2340 SLO change.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

For the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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.

OLD: 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.

NEW: For **CSC 2265**--These outcomes will be assessed using end-of-chapter exams and the comprehensive final exam.

For **CSC 2340**--Network Infrastructure: Course outcomes will be assessed in the following manner: These outcomes will be assessed using weekly practice questions, labs, quizzes, a midterm exam, and a final exam. **Director of IE's note:** The assessment methodology did not change.

Note that all students will be assessed regardless of 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there was one 16-week online section of **CSC 2253 (Systems Analysis and Design)** during fall 2024 with a total of 12 students registered on census day. There were no face-to-face 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 (online 16-week) = 67.2% (for AY 2023-2024 (LSUE face-to-face), it was = 94.5%)
- Define the role = 52.5% (for AY 2023-2024, it was = 96.9%)
- Stages of system development = 65.6% (for AY 2023-2024, it was = 99.9%)
- SA&D Techniques and methods = 72.6% (for AY 2023-2024, it was = 86.6%)
- n = 12 (100%) out of the 12 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was one face-to-face section offered at LSUE only during fall 2024 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) = 59.2% (for AY 2023-2024, it was = 91.4%)
- Define problem solving processes in C++ programs = 76.2% (for AY 2023-2024, it was = 88.6%)
- Describe concepts of C++ = 47.0% (for AY 2023-2024, it was = 93.6%)
- Testing code and small programs = 57.3% (for AY 2023-2024, it was = 92.0%)
- n = 6 (100%) out of the 6 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 11 students enrolled on census day for fall 2024 (see attached file below).

- Overall (online) = 82% (for AY 2023-2024, it was = 82%)
- Network infrastructure, topologies = 82% (for AY 2023-2024, it was = 85%)
- Network security = 80% (for AY 2023-2024, it was = 75%)
- Configure and maintain network infrastructures = 85% (for AY 2023-2024, it was = 82%)
- n = 10 (90.9%) out of the 11 students registered.

Even though there is a low n associated with each assessment and generalizations are difficult, students apparently met the benchmark for only one course.

Given that the observed score on the SLO assessments of

- 67.2% in CSC 2253 < established benchmark of 70%, this part of the objective is not met,
- 59.2 in CSC 2264 < established benchmark of 70%, this part of the objective is not met, and
- 82.0% in CSC 2340 > the established benchmark of 70%, this part of the objective is met.

Overall, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

Faculty believe they can improve student learning by:

- **CSC 2253** online: provide additional information for students to understand what systems analysis is and use team projects reporting documentation. Additional information from the faculty member: 41% (or 5/12) of the students consistently performed poorly or did not take end-of-chapter exams necessary for the SLOs. Homework was done by all students because all chapters were project-based, and students were divided into two groups. (**Improvement plan**) To ensure students take the exam, instead of allowing them to take them within a three-day period; they will take them in class. This course will be taught face-to-face in AY 2025-2026.
- **CSC 2264** face-to-face: Provide examples of real-world problems; focus on understanding of the differences of the two languages; and use hands-on experiments along with remediation. Additional information from the faculty member: There were only six students in the class. In objective two, one student did so poorly as to bring down the average for the other five. In objective three, two students did so poorly (by doing only 50% of the work on one section), they brought down the average for the other four. The students that did poorly throughout the class were known to do poorly and even though I reminded all the students and spoke with those particular students, they did not improve much.
- **CSC 2340** online: Additional videos and lessons and remediation using short quizzes for students needing additional assistance (see CSC 2340 SLO report below).

Additional information from the faculty member:

- Identify any gaps or shortcomings in the assessment process and make any necessary adjustments, including remediation
- Regularly review and update SLOs in response to changes in educational standards, industry demands and standards, and institutional goals
- Utilize data analytics tools to identify trends, patterns, and areas for improvement in SLOs
- In addition, 2253 and 2340 will both be taught F2F as there is now a second instructor and with these particular courses, I think it's more favorable to the success of the students.

Attached Files

[CSC 2340 SLO Report.pdf](#)

[CSC 2253 SLO Report.pdf](#)

[CSC 2264 SLO Report.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CIT 24-25 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CIT 24-25 (AAS) Retention

Objective Number: 6.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen major as Associate of Applied Science in Computer Information Technology (CIT) from fall to the next fall.

Section 2: 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 2022 to fall 2023 with 126 new first-time students entering the Associate of Applied Science in Computer Information Technology and 63 being retained for a raw retention rate of 50.00% (see Table 1 in Section 3). As shown in Table 1, five students changed their major in the first year. Adjusting the total n from 126 to 121 yields an adjusted rate of 52.07%.

Given the results in Table 1, the historical benchmark is partially met at 50.00% and less than 52.07% and met at 52.07% or above. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were nine new first-time students declaring their major as the CIT. A total of 6 were retained for a rate of 66.67%. One student changed his/her major in the first year yielding an adjusted retention of 75% with an n = 8 (see Table 1).

Given that the observed range of 66.67-75.00% > the historical benchmarked range of 50.00-52.07%, this objective is met.

Table 1. Associate of Applied Science in 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 (%)	Adjusted 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
Fa 21 - Fa 22	12	7	4	58.33	87.50
Fa 22 - Fa 23	15	9	1	60.00	64.29
Fa 23 - Fa 24	9	6	1	66.67	75.00
Totals	126	63	5	50.00	52.07

Section 4: Improvement Plan/ Changes Made:

Because retention is being impacted the corequisite program campus wide and this objective was met, the data for the CIT program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CIT 24-25 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CIT 24-25 (AAS) Placement

Objective Number: 6.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Section 1: Objective With Intended Outcomes:

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

Section 2: 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 who are 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their

education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark = 44.07% and the historical adjusted benchmark = 54.17% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). As a result, an observed value from 44.07% and up to, but not including 54.17% will be considered partially met while a greater than or equal to 54.17% is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, five students graduated from the Associate of Applied Science in Computer Information Technology program. The data in Table 1 indicates that two were employed in the field while one was continuing his/her education. As a result, the observed raw rate is $(2+1)/8 = 37.50\%$ while the observed adjusted rate = $(2+1)/(8-0) = 37.50\%$.

Given that the observed raw and adjusted rates < the raw rate of 44.07%, this outcome is not met.

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
SU 22 - SP 23	5	0	2	1	2	0
SU 23 - SP 24	8	1	2	4	1	0
Total	118	26	24	18	28	22
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =					44.07	
Historical Adjusted Rate =					54.17	

Section 4: Improvement Plan/ Changes Made:

From the faculty member:

I have started giving out a graduation questionnaire to students on the last day of class and included on that list is a section for them to enter information about working and/or continuing their education.

In addition, a network has been built with Global Data Systems (GDS), such that they have been hiring several of LSUE's CIT students as interns in their third semester and sometimes hiring them either during their fourth semester or right after graduation. To date, I know there are four or five (I think one has moved on to another technology company) students currently working at GDS. I've also had former students request to come and speak with current third and fourth semester students about applying to the company at which they work. Three students have given a resume; one was hired at one. I plan to continue working with those four companies, as well as building more relationships with other companies during the fall semesters when I have less of a load of courses to teach. There are also more students continuing their education at LSU A&M, LSUA, and ULL.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CIT 24-25 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Diagnostic Medical Sonography (AAS)

DMS 24-25 (AAS) Professional Competency

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Section 1: 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 2024-2025 assessments, the Program Director assesses the students in the program from fall 2023 completing it in summer 2024.

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 extra fetal-intrauterine normal and abnormal anatomy.
4. Perform sonographic exams under guidance from clinical preceptor on obstetrical and gynecological patients.
5. Demonstrate appropriate behaviors related to patient care.

Attached Files

[Clinical Competency Rubric.pdf](#)

[DMS1091 - Clinical Practicum I - Syllabus - Fall 2023.pdf](#)

[DMS2092 - Clinical Practicum II - Syllabus - Spring 2024.pdf](#)

[DMS 2093 Clinical Practicum III - Summer 2024.pdf](#)

Section 2: 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 2023) (see file above)

SLO 2 & 4 are assessed upon conclusion of Clinical Practicum III (DMS 2093 - Summer 2024) using the Abdomen Complete, Thyroid, and Scrotal competencies 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 2023) (see file above).

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

New assessment: SLO 2 will be assessed upon conclusion of Clinical Practicum III (DMS 2093 - Summer 2024) using the Abdomen Complete, Thyroid and Scrotal competencies.

Rationale for changes to assessment of SLO 2: To include evaluation of superficial structures (Thyroid and Scrotal) competencies

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 2024. Data runs one year behind so that IE deadlines can be met.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, (graduating class of summer 2024), a total of eight students were selected into the Associate of Applied Science Diagnostic Medical Sonography program. Eight (100%) students successfully completed the program in August of 2024. All eight students were assessed using the methods described above.

Student learning outcomes (SLOs) for the program are as follows:

Students will:

1. Know and understand the basic principles in sonographic imaging of the abdominal cavity 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 = 91.63%.

****Mean average from 2024 to 2025 improved 1.5%.***

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 = 97.19%. (See File 2 below) ***Mean average from 2024 to 2025 improved 1.6% after implementation of ScanTrainer in DMS Lab I as a part of the Improvement Plan from AY2023-2024.**
3. Know and understand the basic principles in sonographic imaging of the fetus and extra fetal-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 = 92.77% for Clinical Practicum II (DMS 2092) and a mean = 95.29% for Clinical Practicum III (DMS 2093). Combined mean score = 94.03%. ***Mean average from 2024 to 2025 improved 2.2%.**
4. Perform sonographic exams under guidance from clinical preceptors on obstetrical and gynecological patients. All students were assessed in the clinical setting on their performance of 1st, 2nd, and 3rd trimester obstetrical patients. Students were also assessed in the clinical setting on their performance of gynecological ultrasounds. Eight (100%) out of the 8 students met the 85% benchmark for the clinical evaluation with a mean = 95.74%. (See File 2 below) ***Mean average from 2024 to 2025 decreased 3.2%.**
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 = 99.29% (See File 1 below) ***Mean average from 2024 to 2025 improved 0.2%.**

Given the observed score on each program objective > the benchmark of 77% or 85%, this objective and program competency is met.

Attached Files

[Clinical Evaluation of Student 23-24.pdf](#)

[Competency Scores 23-24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Evaluation of SLO's for IE AY 2024-2025 (2024 Cohort) incorporated data from the abdominal, the gynecological and obstetrical, and superficial structures portions of the program. The use of ScanTrainer in DMS Lab I (DMS 1091) yielded a positive improvement in student competency scores for the Abdominal-Extended concentration.

To further enhance students' psychomotor skills in the obstetric and gynecological components of the program, DMS program faculty will increase student exposure to obstetrical and gynecological exams by restructuring clinical rotations with dedicated time at high-volume obstetrical and gynecological sites in Clinical Practicum II (DMS 2092) during Spring 2025 and Clinical Practicum III during Summer 2025 (DMS 2093).

The effectiveness of these initiatives will be monitored through weekly exam logs, performance assessments of clinical competencies in obstetrical and gynecological exams, and clinical evaluations.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 24-25 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Diagnostic Medical Sonography (AAS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

DMS 24-25 (AAS) Completion Rate

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Section 1: 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).

Section 2: 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 2024. Data runs one year behind so that IE deadlines can be met.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

(2024 cohort) a total of eight (8) students were selected into the AAS DMS program. All eight (8) students (100%) successfully completed all DMS courses for the program with a 77% or higher at the conclusion of the Summer 2024 semester.

Student performance on the American Registry of Diagnostic Medical Sonographers (ARDMS) exams is listed below. While this is a better overall assessment of student learning, students are not mandated (federal or otherwise) to take these exams to be practicing sonographers.

Student pass rates (credential success) supplied by the ARDMS as of 07/30/2025 for the eight (8) students successfully completing the DMS program are as follows:

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

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

8 students attempted Abdomen (AB) registry. Seven (7) out of eight (8) students passed = 87.5%

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 the first attempt or number of actual attempts.

Attached Files

[2024 Cohort as of 07.30.2025 Redacted.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Sonographic Principles and Instrumentation (SPI), Obstetrics and Gynecology (OB/Gyn), registry pass rates were at 100% for AY 2023-2024 and Abdomen (AB) registry pass rates were at 87.5%. All eight (8/8) graduates attempted each exam (SPI, AB, OB/Gyn) and successfully passed SPI and OB on the first attempt and seven out of eight (7/8) passed the AB registry on the first attempt. Abdomen registry pass rate declined from 100% to 87.5% but remained above the ARDMS threshold of 60%. Upon examination of data of the seven students who were successful in passing the AB registry, all seven attempted the exam within five weeks of completing the spring semester. Implementation of dedicated abdominal sonography registry review content in Abdomen II (DMS 2011) will continue to be utilized; however, an emphasis will be placed on students to attempt the AB registry immediately upon conclusion of the Spring term. Faculty will continue to incorporate registry review content in the subjects listed above focusing on the content outline established by the ARDMS in accordance with the guidelines established by the JRCDMS.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 24-25 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

DMS 24-25 (AAS) Employment

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Section 1: Objective With Intended Outcomes:

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.

Attached Files

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

Section 2: Assessment/Evaluation/Measures/Strategies:

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 2024. Data runs one year behind so that IE deadlines can be met.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 6/8 (75%) of DMS program graduates from Summer 2024 responded to the mandated JRC-DMS graduate survey which requests employment status. Of the six (6) respondents, all (6/6) indicated they were employed within six (6) months. The remaining two graduates did not return their graduate survey; however, confirmation of employment was received via telephone conversation. 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

[2024 Cohort - Graduate Surveys_Redacted.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The DMS program continues to surpass the employment threshold established by the JRC-DMS. The faculty will continue to query the needs of surrounding employers via surveys and informal feedback to ensure the continued employability of program graduates (see employer surveys below).

For AY 2024-2025, five (5) out of six (6) (5/6) employer surveys were returned. To improve the return rate of graduate and employer surveys, faculty will simplify the completion and return of both survey forms. This will be accomplished using an online survey platform with mobile optimization. Additionally, automated reminders will be set up and sent at specific intervals.

Attached Files

[2024 Cohort - Employer Surveys_Redacted.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 24-25 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Health Sciences (AS)

HS 24-25 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Health Sciences (AS)

Section 1: 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

The student, upon successful completion of this course, will:

1. Investigate how to deliver value in health care services in an ever-evolving global landscape and how leaders and managers overcome challenges in accomplishing this goal.
2. Recommend employee-based motivational techniques based on health care organizational structure.
3. Distinguish how internal and external forces impact teamwork in health care service organizations and the importance of effective communication.
4. Analyze how compromise, competition, and collaboration can resolve conflicts and improve organizational learning and innovation.
5. Defend the role and importance of Quality Improvement (QI) in health care and explain how Electronic Health Records (EHRs) relate to QI.
6. Support how internal and external factors contribute to developing competitive advantages and cultivating effective alliances for optimum growth.
7. Convince how policies and regulations can create a safe and ethical environment for all.

HCM 2630: Aging and Long-term Care

The student, upon successful completion of this 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. Demonstrate an understanding of the variety of issues that surrounds healthcare facilities.

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.

Outcomes updated in fall 2024 due to scheduled changes for HCM 2601. Note that the HCM courses above are also cross referenced as ALLH under the Health Sciences Degree.

Attached Files

[HCM 2630 Syllabus.pdf](#)

[HCM 2601 Syllabus 25.pdf](#)

[HCM 2650 Syllabus.pdf](#)

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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. Comprehensive Exam

HCM 2650: Medical Law and Ethics: Quizzes, Mid-term, and Final Exam.

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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met because the data from HCM 2630 was missing due to a change of instructors as noted in the AY 2023-2024 report.

For AY 2024-2025, There were a total of 180 students enrolled in 8 sections of the HCM 2601 course on the census days for fall 2024 and Spring 2025 with 174 (96.7%) being assessed for learning (see table 1). Table 1 also indicates where the courses were offered; none were offered at any other off campus instructional site. Overall, students did well achieving an overall of 83%; a 76% on outcomes 1/2; an 80% on outcomes 3/4; an

89% on outcomes 5/6; and an 87% on outcome 7 (see table 1). The 8-week online students scored the highest at 85%, then the 16-week online with 81%. As shown all individual scores were in the 70's 80's and 90's.

Table 1. HCM 2601 SLO Results by Site AY 2024-2025 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	83	81	85
1/2 Deliver health care & motivational techniques	76	73	80
3/4 internal and external factors & resolving conflicts	80	81	78
5/6 Quality improvement & competitive advantages	89	88	91
7 Policies and regulations	87	84	91
Total number of students tested	174	110	64
Total number of sections	8	4	4
Total number of students enrolled	180	113	67

There was no longitudinal table due to HCM 2601 having SLO changes for fall 2024.

For AY 2024-2025, There were a total of 27 students enrolled in 2 sections of the HCM 2630 course on the census days for fall 2024 and Spring 2025 with 27 (100%) being assessed for learning (see table 2). Table 2 also indicates where the courses were offered; none were offered at any other off campus instructional site. Overall, students did well, achieving an overall of 87%; an 87% on outcome 1; an 84% on outcome 2; and an 89% on outcome 3 (see table 2). There was only a 16-week online offered. As shown, all individual scores were in the 80's.

Table 2. HCM 2630 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 16-Wk
Overall	87	87
1. Healthcare delivery services	87	87
2. Quality assurance and improvement	84	84
3. Healthcare facility issues	89	89
Total number of students tested	27	27
Total number of sections	2	2
Total number of students enrolled	27	27

There was no longitudinal table due to SLO's changed for fall 2024.

For AY 2024-2025, There were a total of 17 students enrolled in 2 sections of the HCM 2650 course on the census days for fall 2024 and Spring 2025 with 17 (100%) being assessed for learning (see table 3). Table 3 also indicates where the courses were offered; none were offered at any other off campus instructional site. Overall, students did well, achieving an overall of 92%; a 92% on outcome 1; and a 93% on outcome 2 (see table 3). HCM 2650 was offered as a 16-week online only. As shown, all individual scores were in the 90's, The instructor is wanting to update Major Learning Outcomes for 2025-2026 AY due to a textbook update. She will present them to the coordinator and Director of IE as fall 2025 begins.

Table 3. HCM 2650 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 16-Wk
Overall	92	92
1. Principles of the U.S. Legal system	92	92
2. Key trends in healthcare and liability	93	93
Total number of students tested	17	17
Total number of sections	2	2
Total number of students enrolled	17	17

Next, Table 4 details the longitudinal data from AY 2021-2022 when the outcomes were updated. AY 2024-2025 saw a decrease in students (13 students or 43%) since AY 2021-2022. The scores for AY 2024-2025 were similar to past two years with a decrease of one percentage point and was below the mean by 0.9 percentage point. Note that the SLOs were changed in AY 2021-2022.

Table 4. HCM 2650 Longitudinal SLO Results as a Percentage.				
SLO Description	21-22	23-24	24-25	Mean
Overall	93	93	92	92.9
1. Principles of the U.S. Legal system	93	94	92	93.0
2. Key trends in healthcare and liability	90	93	93	91.8
Total number of students tested	30	28	17	25.0

Given that the observed results for HCM 2601, HCM 2630, and HCM 2650 of:

- HCM 2601 = 83% $\geq$ the established 70% benchmark
- HCM 2630 = 87% $\geq$ the established 70% benchmark
- HCM 2650 = 92% $\geq$ the established 70% benchmark

The objectives have been met

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve student learning by:

HCM 2601 8-week online

Among other improvements, share with students to read instructions thoroughly. Oftentimes students submit the file and receive 10 points off for not following correct file name convention. This is small but significant as it prepares them for the real-world work environment with following directions. Ensure that they understand what file types are acceptable and to be substantial in their submissions. Remind students that they must include proper links to articles when the instructions state as much or they will lose points.

HCM 2601 16-week online

Remind students of the specific instructions in the assignments; encourage students to use available resources; remind students to take all quizzes.

HCM 2630 is only offered as a 16-week online:

Stress to students to answer all parts of the discussion questions. Recommend adequate preparation of exam materials before beginning exam and send multiple reminders of Friday due date.

HCM 2650 is only offered as a 16-week online:

Integrate an additional active learning activity, such as a discussion or an essay, requiring students to analyze current legal or ethical dilemmas featured in the media.

Attached Files

[HCM 2601 SLO Report 16-wk SP 25.pdf](#)

[HCM 2650 SLO Report 16-wk Sp 25.pdf](#)

[HCM 2601 SLO-Report 8-week SP 25.pdf](#)

[HCM 2630 SLO Report 16-week SP 25.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 24-25 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HS 24-25 (AS) Retention**Objective Number:** 1.2**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Health Sciences (AS)**Section 1: Objective With Intended Outcomes:**

LSU Eunice will retain new first-time students declaring majors as the Associate of Science in Health Sciences (HS) program from fall to the following fall.

Section 2: 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 benchmark data will be averaged based tentatively on a historical benchmark. The program was implemented in fall 2021. As a result, for AY 2021-2022 and AY 2022-2023, a total of six students were enrolled as new first-time students with three being retained and none changing their major.

Given the numbers, the raw retention rate = the adjusted retention rate at 50.00% so an observed value $\geq 50\%$ will be considered as meeting this objective (see Table 1 in Section 3).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive due to an $n = 4$.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were ten new first-time students declaring their major as Health Sciences. A total of five were retained for a rate of 50.00%. Four students changed their major in the first year yielding an adjusted retention of 83.33%.

Given that the observed range of 50.00-83.33% $\geq$ the historical benchmarked range of 50.00%, this objective is met.

Table 1. Associate of Science in Health Sciences Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Adjusted Retention (%)
Fa 21 - Fa 22	2	2	0	100.00	100.00
Fa 22 - Fa 23	4	1	0	25.00	25.00
Fa 23 - Fa 24	10	5	4	50.00	83.33
Totals	6	3	0	50.00	50.00

Section 4: Improvement Plan/ Changes Made:

Because retention is being impacted, the corequisite program campus wide and this objective was met, the data for the Health Sciences program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 24-25 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HS 24-25 (AS) Placement**Objective Number:** 1.3**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Health Sciences (AS)**Section 1: Objective With Intended Outcomes:**

Upon graduation, Health Sciences majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed one of the historical rates.

Given that this program was implemented in fall 2021, there is limited historical data (two years) that can be used to calculate the benchmark (see Table 1 in Section 3). The data from two years of the program yielded a historical raw rate of 47.06% and a historical adjusted rate of 66.67%. As a result, an observed value from 47.06% and up to, but not including 66.67% will be considered partially met while an observed value $\geq 66.67\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive due to an $n = 4$ as noted in the AY 2023-2024 report.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 13 students graduated from the Health Sciences program. The data in Table 1 indicates that one was employed in the field while seven were continuing their education. As a result, the observed raw rate is $(1+5)/13 = 46.15\%$ while the observed adjusted rate = $(1+5)/(13-3) = 60.00\%$.

Given that the adjusted rate of $60.00\% >$ the historical raw rate of 47.06% , but below the historical adjusted rate of 66.67% this outcome is partially met.

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
SU 22 - SP 23	14	3	1	1	5	4
SU 23 - SP 24	13	4	1	0	5	3
Total	17	3	1	1	7	5
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						47.06
Historical Adjusted Rate =						66.67

Section 4: Improvement Plan/ Changes Made:

Even though the objective was only partially met, there was improvement compared to last year. To further improve retention and graduation rates, instructors will further increase student awareness of available resources (i.e., tutoring or supplemental materials) essential to student success through weekly emails or LMS announcements. Additionally, students will be encouraged via the same platforms to pursue further education at four-year universities.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 24-25 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Human Resources Management (CTS)

HRM 24-25 (CTS) Professional Competency

Objective Number: 4.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources Management (CTS)

Section 1: 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): **outcomes used through summer 2025**

1. Define what a supervisor is
2. Describe corporate social responsibility, ethics, and sustainability
3. Explain diversity, its challenges, and implications

MGMT 2251 Supervision - Upon completion of this course, the student will (see file below): **new outcomes effective fall 2025**

1. Describe effective communication and interpersonal skills relevant to leading and motivating teams.
2. Explain core supervisory functions essential for achieving organizational goals.
3. Identify ethical considerations and recognize problem-solving techniques applicable in workplace management.

Rationale: course update with LSU Online and to be more specific about content taught.

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 reviewed February 9, 2024.

Attached Files

[MGMT 2260-Syllabus-FA-24.pdf](#)

[MGMT 2251-Syllabus-FA-24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

For the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Program and student learning outcomes will be directly assessed for MGMT 2251 and MGMT 2260 using internally created tests/quizzes, 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

Department Chair's note: The ns for this year total 19 students for MGMT 2251 and 21 students for MGMT 2260. Care should be in interpreting the AY 2024-2025 and longitudinal data for both courses be the n's < the 30 typically accepted to normalize the data and reduce random error and sample bias.

For AY 2024-2025, there were a total of 20 students enrolled in the one 16-week online section offered of **MGMT 2251** during the academic year with 19 (95.0%) of them being assessed for learning (see Table 1). As Table one shows, the course was offered only as a 16-week online section. Students scored an 83% overall with an 83% on each of the three outcomes.

Table 1. MGMT 2251 SLO Results by Site AY 2024-2025 in Percentages.		
SLO Description	Overall	Online 16-Wk
Overall	83	83
1. Define what a supervisor is	83	83
2. Corporate social responsibility	83	83
3. Explain Diversity	83	83
Total number of students tested	19	19
Total number of sections	1	1
Total number of students enrolled on census days	20	20

The 83% is a decrease compared to the 88% overall score in the previous academic year, AY 2023-2024 (see Table 2). All three students learning outcomes achieved a score of 83% in AY 2024-2025. This represents a decline from the prior year's results and is below the overall simple mean of 86.7%. "Define what a supervisor is" dropped to 83% from 88% in AY 23-24 and is slightly below its simple mean of 84.8%. "Corporate social

responsibility" also decreased to 83% from 88%, though it is above its simple mean of 83.0%. "Explain Diversity" fell to 83% from 88% and is lower than its simple mean of 87.5%. A similar decrease in performance occurred in AY 2022-2023. Student performance rebounded in AY 2023-2024 so there might be a pattern emerging.

Table 2. Longitudinal SLO Results for MGMT 2251 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	90	88	89	82	88	83	86.7
1. Define what a supervisor is	88	86	82	82	88	83	84.8
2. Corporate social responsibility	91	84	76	76	88	83	83.0
3. Explain Diversity	82	92	92	88	88	83	87.5
Total number of students tested	12	19	12	19	19	19	17

For **MGMT 2260**, there was one 16-week online course each semester, having a total of 22 students; the course was not offered in any other modalities (see Table 3). Out of the 22 students, 21 (95.4%) were assessed for student learning (see Table 3). Table 3 shows that students achieved an overall of 85%; an 84% on outcomes 1 and 2, and an 87% on outcome 3.

Table 3. MGMT 2260 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	Online 16-Wk
Overall	85	85
1. HR environment	84	84
2. HR decision making	84	84
3. HR basic knowledge	87	87
Total number of students tested	21	21
Total number of sections	2	2
Total students enrolled on census days	22	22

Longitudinally, the overall score of 85%, which is a decrease from 89% in AY 2023-2024 (see Table 4). All three individual learning outcomes also declined compared to the previous year: "Knowledge of HR environment" dropped to 84% from 90%, "HR decision making" fell to 84% from 88%, and "Knowledge" decreased to 87% from 88%. In addition, the results for AY 2024-2025 were below the longitudinal simple means.

Longitudinally, in AY 24-25, the overall was 85%, which is a decrease from 89% in AY 2023-2024 and is also below the simple mean of 87.5%. For HR environment, performance dropped to 84% from 90% in the previous year and is below its simple mean of 87.6%. HR decision making also saw a decline, from 88% in AY 2023-2024 to 84% in AY 2024-2025, falling below its simple mean of 88.2%. HR basic knowledge decreased slightly to 87% from 88% and is below its simple mean of 88.0%. The number of students tested also decreased to 21 from 26 in the previous year. Overall, the data indicates a decline in performance across all measured outcomes in AY 2024-2025 compared to the previous academic year and the historical simple means.

Table 4. Longitudinal SLO Results for MGMT 2260 by Academic Year as a Percentage.							
Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	88	90	87	86	89	85	87.5
1. HR environment	95	90	80	86	90	84	87.6
2. HR decision making	90	90	89	88	88	84	88.2
3. HR basic knowledge	90	87	89	87	88	87	88.0
Total number of students tested	27	37	28	26	26	21	28

The results for both courses indicated that the students exceeded the 70% benchmark in the overalls and each of the individual outcomes for both courses.

Given that the observed values of

- 83% for MGMT 2251 and
- 85% for MGMT 2260

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

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty believe they can increase student learning by (see SLO reports below):

MGMT 2251

Fall online: Instructor will send out periodic course updates and feedback and also provide individual feedback on assignments. (Documentation provided via email to students)

MGMT 2260

Fall online: Instructor will send out periodic course updates and feedback and also provide individual feedback on assignments. (Documentation provided via email to students).

Attached Files

[MGMT 2251 16-wk online Fa24.pdf](#)

[SLO R Hedge MGMT 2260 FA 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HRM 24-25 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HRM 24-25 (CTS) Placement

Objective Number: 4.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources Management (CTS)

Section 1: 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.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw rate = 45.24% and the historical adjusted rate = 73.08% based on data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 45.24% and up to, but not including 73.08% will be considered partially met while an observed value $\geq 73.08\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive due to an $n = 5$.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, two students graduated from the HRM program. The data in Table 1 indicates that two were not employed in the field while two were continuing their education. As a result, the observed raw rate is $(0+2)/4 = 50.00\%$ while the observed adjusted rate = $(0+2)/(4-0) = 50.00\%$. NOTE: Low $n = 4$.

Given that historical raw placement rate of 45.24% < the observed raw and adjusted rates of 50.00% < the historical adjusted rate of 73.08%, this outcome is not met.

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
SU 22 - SP 23	5	1	0	0	1	3
SU 23 - SP 24	4	2	0	0	2	0
Total	42	7	8	0	11	16
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						45.24
Historical Adjusted Rate =						73.08

Section 4: Improvement Plan/ Changes Made:

Business faculty can boost placement rates by creating new industry relationships and nurturing existing ones with companies to create a consistent pipeline of internships and job opportunities for students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 HRM 24-25 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Human Resources Management (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Management (AAS)

MGMT 24-25 (AAS) Professional Competency

Objective Number: 7.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Section 1: 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):

New outcomes effective fall 2025: Upon the conclusion of this course, the student will:

1. Describe the management process.
2. Analyze organizational behavior.
3. Identify the challenges of managing in a globalized world.

Old outcomes used through summer 2025: Upon the conclusion of this course, the student will:

1. Explain the history of management
2. Describe ethics and social responsibility
3. Summarize global management

Rationale: Course update overall taking place with an update through LSU Online.

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

Reviewed on February 17, 2025

Attached Files

[MKTG 2999-Syllabus-Fa-24.pdf](#)

[ISDS 2100-Syllabus-Fa-24.pdf](#)

[MGMT 2999-Syllabus-Fa-24.pdf](#)

[ACCT 2101-Syllabus-Fa-24.pdf](#)

[ACCT 2001-Syllabus-Fa-24.pdf](#)

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Assessment questions will be developed from:

1. ACCT 2001 Introduction to Financial Accounting - reading and assessments.
2. ACCT 2101 Introduction to Managerial Accounting - readings and assessments.
3. ISDS 2100 Microcomputer Applications in Business - readings, projects, assessments, and discussions.
4. MGMT 2999 Principles of Management - readings, assessments and discussions.
5. MKTG 2999 Principles of Marketing - combination of exams 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

ACCT 2001

There were 103 students in four face-to-face at the LSU Eunice site and two online sections on census day for the fall and spring semesters with 87 (84.5%) being assessed for learning (see Table 1). Table 1 indicates that sections were offered at the LSU Eunice face-to-face site and 16-week only; the course was not offered at any other site or in any other methodology. The results depicted in Table 1 seem to indicate that both the face-to-face and online students performed similarly with the LSU Eunice face-to-face site scores slightly outpacing the 16-week online scores. Overall, a 93% was achieved with outcome 1 at 90% and outcome 2 at 95%.

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 a 93% overall, 90% on financial statements, and 95% on journalizing transactions.

Table 1. ACCT 2001 SLO Results by Site AY 2024-2025 in Percentages.			
SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	93	93	92
1. Prepare financial statements.	90	91	88
2. Prepare journal entries	95	95	95
Total number of students tested	87	53	34
Total number of sections	6	4	2
Total number of students enrolled on census days	103	62	41

Longitudinally, the results show that in AY 24-25, the "Overall" student learning outcome was 93%, which is higher than both the 90% in AY 23-24 and the overall simple mean of 90.4%. For "Prepare financial statements," AY 2024-2025 showed 90%, an increase from 88% in AY 2023-2024, and also higher than the simple mean of 87.6%. "Prepare journal entries" also saw an improvement in AY 2024-2025, reaching 95% compared to 92% in AY 2023-2024, and surpassing its simple mean of 90.0%. This indicates a general positive trend in student performance for AY 2024-2025 across all measured outcomes compared to the previous academic year and the historical average.

Table 2. Longitudinal SLO Results for ACCT 2001 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	89	87	92	92	90	93	90.4
1. Prepare financial statements.	81	83	93	91	88	90	87.6
2. Prepare journal entries	96	93	91	73	92	95	90.0
Total number of students tested	71	75	72	92	127	87	87

Given that the observed score of 93% > the benchmark of 70%, this part of the outcome is met.

ACCT 2101

ACCT 2101 had two 16-week online and two face-to-face sections as shown in Table 3. In all, there were 73 students registered for the fall and spring semesters on the census days, with 70 (95.8%) being assessed for learning (see Table 3). Note that Table 3 indicates where the course was taught during the current academic year; it was not taught at any other site or through a different methodology.

The data shows that the overall was 93% with outcome 1 at 90% and outcome 2 at 97% (see Table 3). As the data indicates, face-to-face students scored slightly higher than did online; this includes the overall and each outcome.

Table 3. ACCT 2101 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	93	95	90
1. Prepare a cost production report.	90	92	86
2. Calculate a breakeven point	97	98	95
Total number of students tested	70	43	27
Total number of sections	4	2	2
Total number of students enrolled on census days	73	44	29

Longitudinally, the results show that in AY 2024-2025, the overall for ACCT 2101 was 93%, showing a slight increase from 91% in AY 2023-2024 and a notable improvement over the overall simple mean of 85.4%. For "Prepare a cost production report," AY 2024-2025 data was 90%, which is a slight decrease from 91% in AY 2023-2024 but still higher than the simple mean of 81.8%. The "Calculate a breakeven point" outcome significantly

improved in AY 2024-2025, reaching 97% compared to 91% in AY 2023-2024, and exceeding its simple mean of 90.4%. Overall, while one specific outcome saw a minor dip, the general trend for AY 2024-2025 demonstrates strong performance, particularly in "calculate a breakeven point," surpassing both the previous academic year and the overall historical average.

Table 4. Longitudinal SLO Results for ACCT 2101 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	83	75	80	90	91	93	85.4
1. Prepare a cost production report.	76	66	79	89	91	90	81.8
2. Calculate a breakeven point	89	93	81	92	91	97	90.4
Total number of students tested	55	49	64	63	93	70	66

Given that the observed score of 93% > the benchmark of 70%, this part of the outcome is met.

ISDS 2100

Next for **ISDS 2100**, there were 97 students enrolled on census days with 83 (85.6%) of them being assessed for learning (see Table 5). The results indicate the overall average performance for ISDS 2100 was 87%. When comparing the two modalities, the LSUE Face-to-Face modality generally performed slightly better than the Online 16-Week modality. For instance, the "Overall" score for LSUE Face-to-Face was 88% compared to 86% for Online 16-Week. This trend is consistent across individual software skills: LSUE Face-to-Face students scored higher in Word (89% vs. 86%), Excel (84% vs. 83%), and higher in PowerPoint (92% vs. 87%).

Table 5. ISDS 2100 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	87	88	86
1. Word	88	89	86
2. Excel	83	84	83
3. PowerPoint	89	92	87
Total number of students tested	83	35	48
Total number of sections	4	2	2
Total number of students enrolled	97	36	61

Longitudinally, the overall was 87% for AY 2024-2025, which is consistent with AY 2023-2024 and slightly above the simple mean of 85.5% (see Table 6). For Word, AY 2024-2025 showed an improvement to 88% from 85% in AY 2023-2024, also exceeding its simple mean of 84.6%. Excel performance in AY 2024-2025 was 83%, a slight increase from 82% in AY 2023-2024, and above its simple mean of 80.7%. However, PowerPoint saw a decrease in AY 2024-2025 to 89% from 92% in AY 2023-2024, falling below its simple mean of 90.4%. While PowerPoint experienced a dip, the overall trend for ISDS 2100 in AY 2024-2025 indicates stable to improved performance in the overall, Word, and Excel compared to the previous year and the historical average.

Table 6. Longitudinal SLO Results for ISDS 2100 by Academic Year as a Percentage.							
Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	84	84	84	87	87	87	85.5
1. Word	85	82	82	86	85	88	84.6
2. Excel	79	81	78	81	82	83	80.7
3. PowerPoint	89	89	90	93	92	89	90.4
Total number of students tested	82	91	79	79	83	83	83

Given that the observed score of 87% > the established benchmark, this part of the objective is met.

MGMT 2999

For MGMT 2999, a total of 27 (96.4%) of the 28 students enrolled on census day were assessed for learning (see Table 7). The two 16-week online format sections were the only way the course was offered and there were no sections offered in any other format or site (see Table 7). The students achieved an 89% overall with a 94% on history; a 91% on ethics; and an 86% on global management.

Table 7. MGMT 2999 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	Online 16-Wk
Overall	89	89
1. History	94	94
2. Ethics and social responsibility	91	91
3. Global management	86	86
Total number of students tested	27	27
Total number of sections	2	2
Total number of students enrolled	28	28

Longitudinally, the overall was 89%, which is a decrease from 91% in AY 2023-2024 and slightly above the simple mean of 88.0%. History performance also declined slightly, dropping from 95% in AY 2023-2024 to 94%, though it remains above its simple mean of 91.0%. Ethics and social responsibility was the only outcome to improve, increasing to 91% from 90% in the previous year and exceeding its simple mean of 89.3%. Global management saw a large decrease, falling to 86% from 93% in AY 2023-2024, and is now below its simple mean of 86.3%. In summary, while one outcome improved, the overall trend for AY 2024-2025 shows a decline in performance compared to AY 2023-2024, particularly in global management, but overall performance remains near or above the historical average.

Table 8. Longitudinal SLO Results for MGMT 2999 by Academic Year as a Percentage.

Student Learning Outcomes	20-21	21-22	22-23	23-24	24-25	Mean
Overall	84	85	91	91	89	88.0
1. History	89	86	91	95	94	91.0
2. Ethics and social responsibility	90	86	90	90	91	89.3
3. Global management	82	79	91	93	86	86.3
Total number of students tested	27	27	31	42	27	31

Given the observed score of 89% > the established benchmark, this part of the objective is met.

MKTG 2999

In AY 2024-2025, MKTG 2999 was offered in a 16-week format with two sections and was not offered at any other site. In all, 26 (96.3%) of the 27 students were assessed for student learning (see Table 9). Students scored well with a 92% overall, a 93% for outcome 1; a 92% for outcome 2; and a 91% for outcome 3.

Table 9. MKTG 2999 SLO Results by Site AY 2024-2025 in Percentages.

SLO Description	Overall	Online 16-Wk
Overall	92	92
1. Terms and facts	93	93
2. Concepts and principles.	92	92
3. Application of marketing	91	91
Total number of students tested	26	26
Total number of sections	2	2
Total number of students enrolled	27	27

The longitudinal data detailed in Table 10 notes that the overall student learning outcome was 92%, which is consistent with AY 2023-2024 and slightly above the simple mean of 91.3%. For terms and facts, performance improved to 93% from 92% in AY 2023-2024, also exceeding its simple mean of 91.6%. Concepts and principles also showed an improvement, rising to 92% from 90% in the previous year, and is now above its simple mean of 91.1%. However, application of marketing saw a decrease to 91% from 93% in AY 2023-2024, falling below its simple mean of 91.4%. In summary, while application of marketing experienced a decline, the overall performance for MKTG 2999 in AY 2024-2025 remained strong, with two of the three outcomes improving over the previous year and the course's overall simple means staying consistent.

Table 10. Longitudinal SLO Results for MKTG 2999 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	90	92	91	91	92	92	91.3
1. Terms and facts	89	93	91	91	92	93	91.6
2. Concepts and principles.	90	92	91	91	90	92	91.1
3. Application of marketing	90	91	92	92	93	91	91.4
Total number of students tested	30	24	22	40	40	26	30

Given the observed score of 92% > the established benchmark, this objective is met.

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 = 93%
- ACCT 2101 = 93%
- ISDS 2100 = 87%
- MGMT 2999 = 89%
- MKTG 2999 = 92%

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

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, faculty believe they can improve student learning by:

ACCT 2001

face-to-face: adapt lectures to different learning styles and conduct a thorough review of the material covered in the final assignment.

online: integrate regular online assignments to assess comprehension, provide feedback, and facilitate one-on-one support for students that need assistance.

ACCT 2101

face-to-face: To encourage further progress, students should seek help with challenging topics, particularly by utilizing office hours. Fostering an open and supportive learning environment where students feel comfortable asking questions will also contribute to continued growth and deeper understanding.

online: offering office hours via video or in-person sessions can provide valuable opportunities for one-on-one or small group assistance.

ISDS 2100

face-to-face: the instructor will encourage students to complete the practice exams in TestOut.

online: the instructor will continue to monitor and review individual student assignments, lab work, and online participation each week, providing feedback to help students better prepare for the section test.

MGMT 2999 16-week online: Provide timely feedback on assignments.

MKTG 2999 16-week online: Analyze ongoing campaigns or controversies to understand real-time marketing dynamics. Encourage hands-on, real-world problem-solving projects to deepen understanding. Introduce students to tools like Google Analytics, HubSpot, Canva, or SEMrush.

Attached Files

[MGMT 2999 16-wk online SP25.pdf](#)
[ISDS 2100 8-wk online SP25.pdf](#)
[MKTG 2999 16-wk online Fa2024.pdf](#)
[ISDS 2100 F-F FA24.pdf](#)
[ACCT 2001 16-wk online SP25.pdf](#)
[ACCT 2101 F-F SP25.pdf](#)
[ACCT 2001 F-F SP25.pdf](#)
[ACCT 2101 16-wk online SP25.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 24-25 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

MGMT 24-25 (AAS) Retention

Objective Number: 7.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Section 1: 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.

Section 2: 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 2022 to fall 2023 with 264 new first-time students entering the Management Program with 116 being retained for a retention rate of 43.94% (see Table 1 in Section 3). Eight (8) students changed their major within the first year so removing them and generating a total n = 256, the adjusted retention is 45.31%.

As a result, the retention benchmark is set at 43.94% but less than 45.31% as partially met and at 45.31% and greater to be met. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were 19 new first-time students declaring their major as MGMT. A total of nine were retained for a rate of 47.37%. One student changed his/her major in the first year yielding an adjusted retention of 50.00%.

Given that the observed range of 47.37-50.00% > the historical benchmarked range of 43.94-45.31%, this objective is met.

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 (%)	Adjusted 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
Fa 21 - Fa 22	14	11	3	78.57	100.00
Fa 22 - Fa 23	25	13	0	52.00	52.00
Fa 23 - Fa 24	19	9	1	47.37	50.00
Totals	264	116	8	43.94	45.31

Section 4: Improvement Plan/ Changes Made:

Because retention is being impacted, the corequisite program campus wide and this objective was met, the Department Chair recommends that the data for the MGMT program will be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 24-25 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

MGMT 24-25 (AAS) Placement

Objective Number: 7.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Section 1: Objective With Intended Outcomes:

Upon graduation, the Associate of Applied Science in Management (MGMT) majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark = 49.22% while the historical adjusted benchmark = 67.91% based on data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 49.22% and up to, but not including 67.91%, will be considered partially met while an observed value $\geq 67.91\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all 37 students graduated from the Associate of Applied Science in Management. The data in Table 1 indicates that ten were employed in the field while four were continuing their education. As a result, the observed raw rate is $(10+4)/37 = 37.84\%$ while the observed adjusted rate = $(10+4)/(37-15) = 63.64\%$.

Given that historical raw placement rate of $49.22\% < \text{the observed adjusted rate of } 63.64\% < \text{the historical adjusted rate of } 67.91\%$, this outcome is partially met.

Table 1. Management Placement Rates.						
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	47	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
SU 22 - SP 23	15	3	2	2	2	6
SU 23 - SP 24	37	7	10	1	4	15
Total	258	44	74	16	53	71
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						49.22
Historical Adjusted Rate =						67.91

Section 4: Improvement Plan/ Changes Made:

To improve placement rates, business faculty can strengthen industry partnerships to secure internships and job opportunities.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 24-25 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Medical Billing and Coding (CTS)

MBC 24-25 (CTS) Professional Competency

Objective Number: 5.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Section 1: Objective With Intended Outcomes:

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 2625 course - see syllabus below)
3. Health Records and Data Content (assessed in the ALLH 2625 course - see syllabus below)
4. Compliance (assessed in the ALLH 2625 course)
5. Information Technologies (assessed in the ALLH 2625 course)
6. Confidentiality and Privacy (assessed in the ALLH 2625 course - see syllabus below)

These program outcomes will be assessed using the student learning outcomes in **ALLH (1615 Diagnostic Coding** - see syllabus PDF below), The student, upon successful completion of this course, will:

1. Demonstrate understanding of the History and purpose of International Classification of Diseases 10-CM (Introduction Assignment). Maps to program outcome 1.
2. Follow coding conventions and guidelines for sequencing codes. Maps to program outcome 4.
3. Demonstrate knowledge of the implementation of coding guidelines for the various organ systems. Maps to program outcome 1.
4. Accurately apply the principles and guidelines of ICD-10-CM and other relevant clinical classification systems to assign appropriate diagnostic codes for a variety of patient encounters, demonstrating an understanding of the structure, conventions, and updates of these systems. Maps to program outcome 4.

These outcomes will also be assessed using the student learning outcomes in **ALLH 2625** (Advanced Medical Coding - see the syllabus pdf below). The student, upon successful completion of this course, will:

1. Analyze and accurately code complex medical records with a high degree of accuracy and efficiency sequence codes. Maps to program outcome 3.
2. Demonstrate a comprehensive understanding of advanced coding concepts including but not limited to PCS coding, specialty coding, regulatory compliance and auditing, and data analysis and quality improvement initiatives. Maps to program outcome 2.
3. Develop strong critical thinking and problem-solving skills to navigate complex coding challenges. Maps to program outcome 5 and 6.

Program and student learning outcomes reviewed and/or updated in fall 2024.

Attached Files

[ALLH 1615 Syllabus Fall 2024.pdf](#)

[ALLH 2625 Syllabus Fall 2024.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

All students are assessed regardless of site or methodology. For the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

To give faculty flexibility, they may assess the outcomes using the exams, quizzes, discussion and other methods mentioned in the evaluation and grading section of the syllabus.

The benchmark established is 70% on all assessments. The faculty have established this benchmark based on their own experience and it is considered by LSU Eunice to be the lowest average "C" grade.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive due to missing data from ALLH 1200 and ALLH 2625 not being assessed.

For AY 2024-2025, a total of 155 students were enrolled in seven 16-week online sections on the census days for fall 2024 and spring 2025 with 133 (85.8%) of them being assessed for learning (see Table 1). Table 1 also shows that ALLH 1615 was offered as a 16-week online course only; the course was not offered in any other methodologies or at any face-to-face sites. Students did well, scoring at an 86% overall with a 91% on outcome 1, an 89% on outcome 2, an 86% on outcome 3, and an 87% on outcome 4.

Table 1. SLO Results for ALLH 1615 AY 2024-2025 as a Percentage.		
SLO Description	Overall	Online 16-Wk
Overall	86	86
1. History and purpose.	91	91
2. Coding conventions	89	89
3. Coding guidelines	86	86
4. Application	87	87
Total number of students tested	133	133
Total number of sections	7	7
Total students enrolled	155	155

There is no longitudinal table for ALLH 1615 because this is the first year for the new student learning outcomes in the course.

For ALLH 2625, there were a total of 98 students enrolled in three 16-week online course sections on the fall 2024 and spring 2025 census days with 86 (87.8%) assessed for learning. As Table 2 indicates, the course was offered as 16-week online sections only; no other sections were offered in any other methodology or at any other face-to-face site. As Table 2 shows, students scored at an 88% overall with an 83% on outcome 1, a 90% on outcome 2, and a 91% on outcome 3.

Table 2. SLO results for ALLH 2625 AY 2024-2025 as a Percentage.		
SLO Description	Overall	Online 16-Wk
Overall	88	88
1. Analyze & code medical records	83	83
2. Advanced coding concepts	90	90
3. Critical thinking & problem solving	91	91
Total number of students tested	86	86
Total number of sections	3	3
Total students enrolled	98	98

Again, there is no longitudinal information available for ALLH 2625 because the student learning outcomes were updated for fall 2024.

Given that the observed score of an

- 86% for ALLH 1615 and
- 88% for ALLH 2625

is > than the 70% benchmark, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by (see PDF SLO reports below):

ALLH 1615

16-week online

Fall 2024: Add discussion forums and assignments focusing on ICD-10-CM coding; Add PowerPoints to show a step by step walk through

Spring 2025: Addition of assignments that prompted research, similar to on-the-job coding scenarios; uploading PowerPoints and uploading educational videos.

ALLH 2625

16-week online

- Fall 2024: Develop activities for students to practice coding; research ideas to help students in understanding and interpreting code standards and guidelines.

- Spring 2025: Redesigning course to better align course and program objectives; better activities to teach ICD-10-PCS to students.

Attached Files

[ALLH 2625 SLO Report Fa 24.pdf](#)

[ALLH 1615 SLO Report Fa 24.pdf](#)

[ALLH 1615 SLO Report Sp 25.pdf](#)

[ALLH 2625.SLO Report Sp 25.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MBC 24-25 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

MBC 24-25 (CTS) Placement

Objective Number: 5.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Section 1: Objective With Intended Outcomes:

Upon completion, Medical Billing and Coding Program (MBC) (CTS) majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark is 24.16% while the historical adjusted benchmark is 43.00% based on data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 21.46% and up to, but not including 43.00%, will be considered partially met while an observed value $\geq 43.00\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met with the observed value of 40.1 being between 24.64% and 43.59%. An improvement plan was completed in the AY 2023-2024 report.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 43 students completed the MBC program. The data in Table 1 indicates that eight were employed in the field while one was continuing his/her education. As a result, the observed raw rate is $(8+1)/43 = 20.93\%$ while the observed adjusted rate = $(8+1)/(43-21) = 40.91\%$.

Given that historical raw placement rate of 24.16% < the observed adjusted rate of 40.91% < the historical adjusted rate of 43.00%, this outcome is partially met.

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
SU 22 - SP 23	40	9	8	4	1	18
SU 23 - SP 24	43	7	8	6	1	21
Total	178	37	31	20	12	78
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						24.16
Historical Adjusted Rate =						43.00

Section 4: Improvement Plan/ Changes Made:

Goal:

Increase job placement rates for program graduates.

Action:

Host an annual **online job fair** connecting students with employers in the medical billing and coding field.

Purpose:

- Help students share resumes.

- Introduce them to potential employers and available roles.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MBC 24-25 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Nursing (ASN)

ASN 24-25 Professional Competency based on NCLEX-RN

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

The current program outcomes are: Upon completion of the Associate of Science in Nursing Program, the graduate will:

1. Integrate principles from the natural/behavior sciences and nursing to meet the needs of individuals across the lifespan.
2. Provide competent care to individuals across the lifespan by utilizing the nursing process and clinical judgement cognitive processes/skills.
3. Communicate effectively to provide care or promote health to individuals across the lifespan.
4. Manage the care of individuals in collaboration with members of the healthcare team.

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

Section 2: 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's graduate's success in the client needs category. The test plan performance report provides group testing outcomes, but not individual student outcomes.

Attached Files

[Fall 24 Lafayette Report.pdf](#)

[Spring 24 Eunice Cohort.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, evidence to be utilized includes (Please see progress report below) for spring and fall 2024:

- comparison of NCSBN passing performance and graduates from LSU Eunice ASN,
- comparison of graduates from LSU Eunice ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs),
- comparison of graduates from LSU Eunice ASN program and graduates from similar programs (ASN) across every jurisdiction.

Pass rates:

- Spring 2024 Eunice Cohort - 26/28 or 92.85% (see attached Eunice File)
- Summer 2024 Evening/Weekend Lafayette - N/A. Cohort graduates in Spring 26
- Fall 2024 Lafayette Cohort - 44/51 or 86.27% Pass rate.
- Overall for 2024 - 70/79 or 88.6%

Given that the overall of 88.6% > the benchmark of 80%, this outcome is met.

Attached Files

[Fall 24 Lafayette Report.pdf](#)

[Spring 24 Eunice Cohort.pdf](#)

[NURS 1135 FINAL CLINICAL EVALUATION.pdf](#)

Section 4: Improvement Plan/ Changes Made:

24-25: Reviewed results. Increase NCLEX Client Needs Areas by 2% for each area and individual cohort NCLEX pass rates by 2%. (See attached meeting minutes, highlighted section on p. 4).

Attached Files

[08 2025 Agenda Meeting Faculty Minutes 08 24 25.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 24-25 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ASN 24-25 Professional Competency based on Clinical Results

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

The current program outcomes are (effective August 2023): Upon completion of the Associate of Science in Nursing Program, the graduate will be able to:

1. Integrate principles from the natural/behavior sciences and nursing to meet the needs of individuals across the lifespan.
2. Provide competent care to individuals across the lifespan by utilizing the nursing process and clinical judgement processes/skills.
3. Communicate effectively to provide care or promote health to individuals across the lifespan.
4. Manage the care of individuals in collaboration with members of the healthcare team.

The outcomes listed above are the 4th semester clinical course outcome requirements.

Attached Files

[NURS2535 - 2555 SYLLABUS 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Students are directly assessed weekly using a rubric. Each of the four outcomes is broken out into specific tasks that are required of students. The rating of Pass/Fail is based on direct observation of 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, **outcome met**

- Fall 2024: 25 out of 25 passed (100%) clinical in Lafayette (Evening/Weekend Cohort)
- Fall 2024: 26 out of 26 passed (100%) clinical in Eunice
- Spring 2025: 33 out of 33 passed (100%) clinical in Eunice
- TOTAL: 84 out of 84 passed (100%) clinical

Observed clinical pass rate is 100%. Faculty benchmark is set at 77%. Objective met

Attached Files

[NURS 1135 FINAL CLINICAL EVALUATION.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The data was reviewed. Updates were made to the clinical/lab grading system. Students are required to achieve a combined total of two (2) or greater when all weekly evaluations are calculated at the end of the clinical course, demonstrate successful clinical performance by achieving a minimum of two (2) in EACH component of the evaluation tool, and demonstrate a progressive pattern of successful clinical performance by achieving more satisfactory ratings toward the end of the semester.

Attached Files

[Clinical Grading System Mail - Karen Walton - Outlook.pdf](#)

[Clinical Grading System Handbook Change.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 24-25 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ASN 24-25 Graduation Rate

Objective Number: 2.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

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).

Section 2: Assessment/Evaluation/Measures/Strategies:

2.20 Traditional ASN students will graduate "on-time" within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130.

2.21 LPN-ASN students will graduate "on-time" within three semesters, or in "time-and-one-half" within four semesters after starting NURS 2350.

Rationale: The accrediting body for the Nursing program, Accreditation Commission for Education in Nursing (ACEN) continues their standards to only focus on "on time" graduation for both traditional ASN students and LPN-ASN students (page 2, ACEN Standards, File 1). 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 (see page 5, Faculty Meeting Minutes, 10.25.22, red square) per cohort.

Attached Files

[2 Faculty Meeting Minutes 10.25.22.pdf](#)

[1 ACEN Standards 23 Section 5.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the results for the classes of 2024 were:

Fall 2024 Lafayette Cohort - 45% (9/20) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130 (see data file below);

Spring 2024 Eunice Cohort - 70% (24/34) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130;

Fall 2024 E/W Lafayette Cohort - 90% (27/30) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130;

Spring 2024 LPN-ASN Eunice Cohort - 77% (7/10) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130;

Fall 2024 LPN-ASN Lafayette Cohort - 80% (8/10) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130

Overall - 72% (75/104) completed within four semesters or in "time-and-one-half" within six semesters after starting NURS 1130

For AY 2024-2025, the overall benchmark was met. Individual cohorts met the benchmark with the exception of the Fall 2024 Lafayette cohort. This cohort fell below (45%, 9/20 completers) the stated benchmarks of 50% and 60%. This cohort consisted of students who had not progressed in the previous semester. Plan of instruction continued with subsequent cohorts meeting benchmark.

Attached Files

[IE 2024 Completion Rates.pdf](#)

Section 4: Improvement Plan/ Changes Made:

AY 24-25: Due to the overall cohort benchmark being met, no changes at this time.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 24-25 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ASN 24-25 Employment

Objective Number: 2.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

Nursing graduates will be employed as a registered nurse within 6-12 months post-graduation.

Section 2: Assessment/Evaluation/Measures/Strategies:

Expected Level of Achievement (benchmark) is 90%. The benchmark was established by the Program Director and nursing faculty based on historical data. Both of the graduating classes (Spring 2024, Fall 2024 - Lafayette and Spring 2025 - Eunice) uploaded information when requested, with any students not securing employment at time of graduation communicated via telephone calls, text messages and/or emails to obtain additional information about employment.

Note: Per ACEN, the job placement rate is calculated by the number of students who actually reply and supply the information, not the actual number of students graduating (n employed/n responses). Surveys are sent to graduates of the program six months after their graduation month via Microsoft Forms. The program director collects personal email addresses of each student prior to graduation, explains the purpose of the survey, and disseminates how important returning the survey is.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 20 graduate surveys were received with a total of 19 (95%) being employed (see summary pdf file below). This included 16 (94%) employed traditional students with 17 surveys received and 3 (100%) employed with 3 surveys received.

Given that the observed value of 94% > than the benchmark of 90%, this outcome was met.

Attached Files

[Job Placement Rates Spring 2025.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Will continue to explain the importance of the surveys to graduates to maintain ACEN accreditation. LSUE continued ACEN accreditation is important to ASN graduates to further their education beyond the ASN level.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 24-25 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Public Protection and Safety – Criminal Justice (AS)

CJ 24-25 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Section 1: 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 the understanding of:

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.

Attached Files

- [CJ2133 Syllabus FA 2024.pdf](#)
- [CJ 2131 Syllabus Fa 2024.pdf](#)

Section 2: 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. Discussion questions.
2. Exam.
3. written assignments.

CJ 2133, Correctional Process will be assessed in the following manner.

1. Final exam.
2. Five 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 40 students in two 8-week sections as of census days for the fall 2024 and spring 2025 semesters with 32 (80.0%) students being assessed for learning (see Table 1). Table 1 also indicates that the course was only offered as an 8-week online course and not as any other methodologies and not at any face-to-face sites. The results indicated that students did well with an 84% overall an 84% for outcome 1; a 79% for outcome 2; an 88% for outcome 3, and an 84% for outcome 4.

Table 1. SLO Results for CJ 2131 AY 2024-2025 as a Percentage.		
SLO Description	Overall	Online 8-Wk
Overall	84	84
1. History and role	84	84
2. DEI in policing	79	79
3. Policies & procedures	88	88
4. Critical Analysis	84	84
Total number of students tested	32	32
Total number of sections	2	2
Total students enrolled	40	40

The longitudinal data shows that the 84% for AY 2024-2025 is just below the results from AY 2023-2024. The current results are just below the longitudinal simple means from AY 2020-2021. Finally, the results in Table 2 show that the scores seem to fluctuate from year to year. Note that cells with -- indicated that a technical issue existed and that the data was not recorded.

Table 2. CJ 2131 SLO Results as a Percentage

Student Learning Outcome	20-21	21-22	22-23	23-24	24-25	Mean
Overall	83	83	90	89	84	85.8
1. History and role	84	84	91	91	84	86.9
2. DEI in policing	75	75	93	85	79	81.5
3. Policies & procedures	76	76	90	84	88	82.8
4. Critical Analysis	--	--	87	94	84	88.5
Total number of students tested	17	27	39	39	32	30.8

Next, for CJ 2133, there were a total of 40 students in two 8-week sections as of census days for the fall 2024 and spring 2025 semesters with 34 (85.0%) students being assessed for learning (see Table 1). Table 1 also indicates that the course was only offered as an 8-week online course and not as any other methodologies and not at any face-to-face sites. The results indicated that students performed at a 74% overall; a 74% for outcome 1; a 77% for outcome 2; a 74% for outcome 3, and a 76% for outcome 4.

Table 3. SLO Results for CJ 2133 AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 8-Wk
Overall	74	74
1. Correctional System	74	74
2. DEI in corrections	77	77
3. Cult/Subculture of inmates	74	74
4. Critical Analysis	76	76
Total number of students tested	34	34
Total number of sections	2	2
Total students enrolled	40	40

The results in Table 4 show that the current year scores fell dramatically from AY 2023-2024 and were below the mean for the time period studied. The next couple of years should tell if the data is cyclical in that it increases again.

Table 4. CJ 2133 SLO Results as a Percentage

Student Learning Outcome	20-21	21-22	22-23	23-24	24-25	Mean
Overall	87	90	85	89	74	85.0
1. Correctional System	92	81	82	90	74	83.9
2. DEI in corrections	81	93	81	80	77	82.4
3. Cult/Subculture of inmates	74	90	88	85	74	82.2
4. Critical Analysis	95	87	88	85	76	86.2
Total number of students tested	10	27	38	38	34	29.4

Given that the observed score of

- 84% for CJ 2131 > 70% and
- 74% for CJ 2133 > 70%

which was the lowest passing grade or average C grade, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold in both cases, they believe they can improve student learning by:

CJ 2131: Spring 2025: Provide student's assistance with time management skills and the importance of reading the assigned textbook.

CJ 2133: Fall 2024: Rewriting questions most students missed to make them clearer and replace a discussion board with a required PowerPoint.

Attached Files

[CJ 2131 SLO-Report-SP2025.pdf](#)

[CJ-2133-SLO-Report-FA2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CJ 24-25 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CJ 24-25 (AS) Retention

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen major as Associate of Science in Criminal Justice from fall to the next fall.

Section 2: 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 2022 to fall 2023 with 265 new first-time

students entering the Associate of Science in Criminal Justice and 119 being retained for a retention value of 44.91% (see Table 1 in Section 3). In addition, four students changed their major during the first year; therefore, the adjusted n = 261 and the retention rate is 45.59%.

As a result, a retention of no less than 44.91% up to and including 45.59% will constitute the objective being partially met while a retention rate of 45.59% and higher will constitute the objective being met. Note that the year being examined is not included in the totals in Table 1.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were 23 new first-time students declaring their major as CJ. A total of seven were retained for a rate of 30.43%. One student changed his/her major in the first year yielding an adjusted retention of 31.82%.

Given that the observed range of 30.43-31.82% < the historical benchmarked range of 44.91-45.59%, this objective is not met.

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 (%)	Adjusted 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
Fa 21 - Fa 22	23	8	1	34.78	36.36
Fa 22 - Fa 23	23	13	0	56.52	56.52
Fa 23 - Fa 24	23	7	1	30.43	31.82
Totals	265	119	4	44.91	45.59

Section 4: Improvement Plan/ Changes Made:

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.
2. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
3. The support course should be offered first.
4. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
5. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
6. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

Attached Files

[Denley's Visit Summary.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CJ 24-25 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CJ 24-25 (AS) Placement

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Section 1: Objective With Intended Outcomes:

Upon graduation, Criminal Justice majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the historical raw benchmark is 47.31% while the historical adjusted benchmark is 61.24% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 47.31% and up to, but not including 61.24% will be considered partially met while an observed value $\geq 61.24\%$ will be considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met because the observed value was in between the two benchmarks. An improvement plan was included with the AY 2023-2024 report.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, 12 students graduated from the Associate of Science in Criminal Justice program. The data in Table 1 indicates that one was employed in the field while two were continuing their education. As a result, the observed raw rate is $(1+2)/12 = 25.00\%$ while the observed adjusted rate = $(1+2)/(12-1) = 27.27\%$.

Given that the observed raw and adjusted rates $<$ the historical benchmarks of 47.31% and 61.24%, this outcome is not met.

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
SU 22 - SP 23	14	4	2	2	4	2
SU 23 - SP 24	12	6	1	2	2	1
Total	167	39	47	11	32	38
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						47.31
Historical Adjusted Rate =						61.24

Section 4: Improvement Plan/ Changes Made:

The Coordinator of the Criminal Justice Program recommends monitoring this into another year for two reasons. Twelve students completing in a year is a relatively small n that affects the percentages in a high proportion. The second reason is the low placement rate seems to be cyclical (see Table 1 years 12-13 and 18-19).

In an email from August 1, 2025, the coordinator also noted the following:

I don't know if this is appropriate for the 1.3. improvement plan but, realistically, there are a lot of factors why a graduate can't get a job in the field right now, and these factors don't have anything to do with LSUE. There are a lot of vacancies with limited competition, even though applicant numbers are trending upward right now. Applicants don't get hired for many reasons: results of background investigation, failed drug screening, failed polygraph, poor physical assessment, poor interview, fail basic academy, etc. Applicants also have lofty expectations on salary, don't want to work shift work, want to work in specialized units right away, get pressure from family and friends to not become law enforcement, etc. Getting a job

in law enforcement is still very much dependent on the quality and character of the individual. Some agencies will hire anyone, but the good agencies are still very selective. Just my thoughts.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CJ 24-25 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Public Protection and Safety – Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

FES/FST 24-25 (AAS/CTS) Professional Competency

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Section 1: Objective With Intended Outcomes:

Upon successful completion of the curriculum, students will demonstrate 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

[FSCI 2155 syllabus 24-25.pdf](#)

[FSCI 2152 syllabus 24-25.pdf](#)

Section 2: 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: Weekly Assignments (Module Writing/discussion Assignments and/or the final exam).

FSCI 2155: Weekly assignments, and/or research papers, final project assessment, and mid-term assessment paper.

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

Note: for both descriptions below the n = 13 for FSCI 2152 and n = 9 for FSCI 2155. While the data for both is analyzed, care should be taken in any interpretation given the low n. The low ns greatly increase random error and the sample statistics discussed may or may not be representative of the population parameters.

For AY 2024-2025, FSCI 2152 had a total of 14 students enrolled in two 8-week online sections on the census days for fall 2024 and spring 2025. with 13 (92.9%) of them being assessed for learning. Table 1 indicates that there were no sections offered at any other site or through any other methodology. The results indicate that the students did well (based on an n = 14). Overall, they scored an 86 with a range of 85% through 95% on the 18 student learning outcomes.

Table 1. SLO Results for FSCI 2152 AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 8-Wk
Overall	86	86
1-3. Change, Accountability, Risk	88	88
4-6. Unsafe Act, Stop, Training	85	85
7-9. Medical, Data, Technology	92	92
10-12. Investigate, Safety, Lessons	90	90
13-15. Awareness, Safety, Support	95	95
16-18. Education, Sprinklers, Design	94	94
Total number of students tested	13	13
Total number of sections	2	2
Total students enrolled	14	14

Table 2 shows the longitudinal data showing AY 2024-2025 overall slightly less than AY 2023-2024 and the simple mean for the four years shown. For the individual outcomes, students in AY 2024-2025 performed slightly higher on some of the means for the four years and slightly lower on others. The course was offered in AY 2022-2023, but it was cancelled due to low enrollment.

Table 2. FSCI 2152 SLO Results as a Percentage

Student Learning Outcome	20-21	21-22	22-23	23-24	24-25	Mean
Overall	84	89	--	92	86	87.7
1-3. Change, Accountability, Risk	87	100	--	92	88	91.9
4-6. Unsafe Act, Stop, Training	76	100	--	88	85	87.3
7-9. Medical, Data, Technology	76	80	--	97	92	86.3
10-12. Investigate, Safety, Lessons	91	80	--	95	90	88.9
13-15. Awareness, Safety, Support	87	85	--	93	95	90.1
16-18. Education, Sprinklers, Design	85	90	--	90	94	89.7
Total number of students tested	7	14	0	14	13	9.6

For FSCI 2155, there were 10 students enrolled in two 8-week online sections on the census days for fall 2024 and spring 2025 with 9 (90.0%) being assessed for learning (see Table 3). Table 3 also indicates that there were no other sections offered for the course at any other site or any methodology. Students scored a 90% overall and 90% on both student learning outcomes.

Table 3. SLO Results for FSCI 2155 AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 8-Wk
Overall	90	90
1. Fire protection systems	90	90
2. Water supply and fire protection	90	90
Total number of students tested	9	9
Total number of sections	2	2
Total students enrolled	10	10

Next, Table 4 shows the results for FSCI 2155 longitudinally indicating that students from AY 2024-2025 performed higher than AY 2023-2024 and slightly higher than the simple means for the three years. For AY 2020-2021, the course was offered, but cancelled due to low enrollment and for AY 2021-2022, the course was offered, but no data was collected on the two students.

Table 4. FSCI 2155 SLO Results as a Percentage

Student Learning Outcome	20-21	21-22	22-23	23-24	24-25	Mean
Overall	--	--	97	82	90	89.7
1. Fire protection systems	--	--	97	81	90	89.4
2. Water supply and fire protection	--	--	97	81	90	89.3
Total number of students tested	0	2	6	12	9	5.8

Given that the observed value of

- 86% for FSCI 2152 > and
- 90% for FSCI 2155 >

the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty believe they can increase learning by:

FSCI 2152 Fall 2024: Stressing time management to students.

FSCI 2155 Spring 2025: Noted that one student did not complete assignments; the rest were doing A work. The Director of IE asked the department head to tell the faculty member that this is not an improvement plan.

Result after discussion with the FSCI 2155 instructor: I will have my students ask fellow students questions concerning their fellow students' insights on the subject instead of just a reply. This will hopefully keep the discussion moving and broaden their knowledge base. I will also create a more robust final project to also broaden their scope of knowledge.

Attached Files

[FSCI 2152 Fa24 SLO.pdf](#)

[FSCI2155-Sp25-SLO-Report.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FES/FST 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FES/FST 24-25 (AAS) Retention

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Section 1: Objective With Intended Outcomes:

LSU Eunice will retain new first-time students declaring their chosen major as Associate of Applied Science in Fire and Emergency Services (FES) from fall to fall.

Section 2: 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 2022 to fall 2023 with 99 new first-time students entering the Associate of Applied Science in Fire and Emergency Services and 55 being retained for one year yielding a raw retention rate of 55.56% (see Table 1 in Section 3). In addition, one student changed his/her major; therefore, the adjusted n = 98 with the adjusted retention rate = 56.12%.

As a result, a retention benchmark $\geq 55.56\%$ but less than 56.12% is partially met while $\geq$ to 56.12% is met.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this outcome were inconclusive due to an n = 3.

For AY 2024-2025, this objective will examine the rate for new first-time students entering fall 2023 and being retained to fall 2024. In fall 2023, there were five new first-time students declaring their major as the FES. A total of one was retained for a rate of 20.00%. One student changed his/her major in the first year yielding an adjusted retention of 25.00% (see Table 1).

Given that the observed range of 20.00-25.00% < the historical benchmarked range of 55.56-56.12%, this objective is not met.

Table 1. New First-Time Fire and Emergency Services Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Adjusted 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
Fa 21 - Fa 22	7	2	0	28.57	28.57
Fa 22 - Fa 23	7	2	0	28.57	28.57
Fa 23 - Fa 24	5	1	1	20.00	25.00
Totals	99	55	1	55.56	56.12

Section 4: Improvement Plan/ Changes Made:

NOTE: Care should be taken interpreting the results based on an n = 5.

LSU Eunice personnel believe that the dip in retention is due, in part, to the mandated corequisite gateway course mandate for mathematics and English composition. The program places students into for credit mathematics and English courses. Students not meeting the cut score were placed in the credit bearing course with a support course. Mathematics students had a very difficult time with College Algebra, Applied College Algebra, and Introduction to Contemporary Mathematics having just a 42% success rate. A number of initiatives for improvement were recommended by Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation for the Board of Regents. His suggestions were (see the attached meeting minutes):

1. Students need to understand that the corequisite is a culture shift. Dr. Denley recommended that
2.
 - a. a discussion needs to take place with the advisor and at orientation about why students are taking the two courses.
 - b. LSU Eunice should give opportunities for students to test out.
 - c. LSU Eunice should be sure to tell students that the program increases the chance of success in the course and graduation.

3. Students needing both the English and mathematics corequisite should not be enrolled in both in their initial semester. Instead, students needing both should be enrolled in the English corequisite first with some other courses. Leave mathematics until the second semester. If mathematics is the only corequisite needed, then the student should be enrolled in it their first semester.
4. The support course should be offered first.
5. Split up the credit bearing and support courses, so students do not spend a long time in math class (i.e. either put a break in or allow students to take another course before going into the other math course).
6. At the end of the period, ask students what they are struggling with. Note that struggling is part of the learning process and how to overcome it.
7. Since the same faculty are teaching both the support and credit bearing for MATH 1021, present the support work prior to beginning the credit bearing work.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 FES/FST 24-25 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: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2
 24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 3. Partnerships
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

FES/FST 23-24 (AAS/CTS) Employment

Objective Number: 2.3
Start: 11/1/2024
End: 10/31/2025
Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Section 1: Objective With Intended Outcomes:

Upon graduation, Associate of Applied Science Fire and Emergency Services (FES) and Fire Science Technology (CTS) majors will either be employed in the field or will continue their education.

Section 2: 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: Per the Chancellor's Cabinet, two benchmark values are calculated. The first is the raw rate with those employed in the field or continuing their education divided by the number of graduates. The second is the adjusted rate. It is those employed in the field or continuing their education by the number of graduates with those who could not be contacted subtracted out (see the rate formula below). It is expected that at least one of the observed values will exceed at least one of the historical rates.

As a result, the raw benchmark = 77.73% while the adjusted benchmark = 89.06% using data from AY 2012-2013 through spring 2023 (see Table 1 in Section 3). Given that, an observed value from 77.73% and up to, but not including 89.06% will be considered partially met while an observed value $\geq 89.06\%$ is considered as met.

Attached Files

[Rate-Formula.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met and was monitored.

For AY 2024-2025, students completing from summer 2023 through spring 2024 were examined for placement or continuing education. In all, eight students graduated from the Associate of Applied Science in Fire and Emergency Services program. The data in Table 1 indicates that two were employed in the field while one was continuing his/her education. As a result, the observed raw rate is $(2+1)/8 = 37.50\%$ while the observed adjusted rate = $(2+1)/(8-3) = 60.00\%$.

Given that the observed raw rate of 37.5% and adjusted rate of 60.0% < the historical benchmarks of 77.73% and 89.06%, this outcome is not met.

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
SU 22 - SP 23	10	1	6	0	0	3
SU 23 - SP 24	8	1	2	1	1	3
Total	220	16	157	5	14	28
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						77.73
Historical Adjusted Rate =						89.06

Section 4: Improvement Plan/ Changes Made:

Given the low n = 8, the Coordinator of the Fire and Emergency Services program recommends monitoring job placement into next year because the sample of 8 may not be representative of the larger population. This is indeed suggested given the benchmarks of 77.73% and 89.06%.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 FES/FST 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Radiologic Technology (AS)

RADT 24-25 (AS) Credentialing

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Section 1: Objective With Intended Outcomes:

Graduating students will pass the American Registry of Radiologic Technologist (ARRT) Board Exam in Radiography.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the first attempt pass rate for the class of 2024 is 96% (25/26 students). The class of 2023 also has first attempt pass rate of 96%. For the class of 2024, patient Interaction and Management scored the highest at 8.8 while Radiation protection scored the lowest at 8.2 (see attached below).

Given the observed score of 96% > 75%, this objective is met.

Attached Files

[AnnualProgramSummaryReport \(24\).pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program faculty met August 23, 2024, to assess the overall section content scores (see highlighted page 3). Radiation Protection was the lowest at a mean scaled score of 8.2. Faculty will review ARRT content specifications for each content area and update lecture content.

Attached Files

[ARRT Content Specifications.pdf](#)

[RADT Faculty Meeting Minutes 08.23.2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 24-25 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

RADT 24-25 (AS) Professional Competency

Objective Number: 3.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Section 1: 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 areas for final competency:

Updated Competencies

A. Performance Criteria

- Physical Facilities Readiness
- Positioning Skills
- Equipment Manipulation
- Evidence of Radiation Protection

B. Decision Making (Critical Thinking and Problem Solving Skills)

- Sufficient Evaluation of Requisition
- Patient Considerations
- Radiation Protection: Practices Sound Judgment
- Image Evaluation

C. Demonstrate the following communication skills

- 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.

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 2024.

Attached:

RADT 2093 Course Syllabus

Competencies being replaced

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 2024.

Rationale

The "Competencies being Replaced" are a combination of the midterm and final competencies. The midterm competencies do not align to the syllabus as well as the final competencies do and there was some confusion as to the difference. The change was made to simply use the final course competencies to eliminate any possible confusion.

Attached Files

[RADT 2093 Syllabus SP24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Students are under direct or indirect supervision with an instructor.

- JRCERT Standard 5 Health and Safety-Supervision (see file #1 JRCERT Standard 5 file below-PDF page 4 is a summary of the standards)

Updated Methodology

The Final Competency Evaluation Form (see file #2 below) measures student performance on the three primary items

1. Performance Criteria
2. Decision making (Critical Thinking and Problem Solving Skills)
3. Communication Skills

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.

The RADT 2093 Clinical Evaluation Form (see file #3 below) measures communication skills required for Radiologic Technologists. This evaluation is conducted both at midterm and at the end of the students' final semester in the program. Students will achieve a score of >2 (above average) on a scale of 0-3 for each outcome. Assessment is based on the end of the semester evaluation.

The scale for the communication items is as follows:

- 3 = Good
- 2 = Above Average; Needs Minor Improvement
- 1 = Average; Needs Major Improvement
- 0 = Unacceptable; Needs Further Instruction or Remediation

Methodology being replaced

The ten outcomes specific to the Radiologic Technology Program are articulated in their RADT 2093 Clinical Evaluation Form conducted both at midterm and at the end of the students' final semester in the program. Students will achieve a score of ≥ 2 (above average) on a scale of 0-3 for each outcome (see file #2 RADT 2093 Clinical Evaluation file below)

The scale for the ten items is:

- 3 = Good
- 2 = Above Average; Needs Minor Improvement
- 1 = Average; Needs Major Improvement
- 0 = Unacceptable; Needs Further Instruction or Remediation

The Final Competency Evaluation Form (see file #3 below) measures student performance on the three primary items over the final semester of their coursework. Students are required to complete 15 final competencies. Students must achieve a minimum grade of 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](#)
- [3. \(Blank\) RADT2093 Clinical Evaluation Form.pdf](#)
- [2. \(Blank\) Final Competency Form.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the data is incomplete. Only 16 midterm evaluations were conducted in JRCERT. All other evaluations were on paper and not kept for assessment.

For AY 2024-2025, students graduating in the Spring 2024 were assessed. The cohort consisted of 27 students. Students were evaluated on positioning skills and critical thinking/problem solving skills on the RADT 2093 Final Comp form and communication skills using the RADT 2093 Semester/Mid Semester Evaluation form (see attachments 1 and 2 below). The student data is as follows:

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. All student data is included (see attachment 3).

A. Performance Criteria:

Performance criteria category class average was 99%. Class of 2024 average for positioning skills was 93%. Cohort achieved a level of > 85%. Benchmark met.

B. Critical Thinking and Problem-Solving Skills:

Critical Thinking and Problem-Solving Skills category Class of 2024 average was 100%. This was higher than the Class of 2023 average of 99.4% a year ago. Both learning outcomes achieved a level of > 85%. Benchmark met.

C. The RADT 2093 Semester/Mid Semester Evaluation form consists of 4 communication skills for evaluation. Students must achieve a > 2 on a scale of 0-3 for each outcome item.

The Class average was 3.0 at the end of the semester. 27 of 27 students were assessed.

Given that the observed average = 3.0 at the end of the semester > the benchmark of 2.00, this objective was met (see attachment #4 Applied Imaging VI Evaluation Final - the 3.0 is shown in the last row).

Summary

Given that the measures on the Final Comp Data is > 85%, and the Clinical Evaluation Form for the class are > 2 this objective is met.

Attached Files

- [Applied Imaging VI Evaluation Midterm .pdf](#)
- [2. Sample RADT 2093 Evaluation.pdf](#)
- [1. Sample Final Comp Eval.pdf](#)
- [3. RADT 2093 Final Comp Data.pdf](#)
- [4. Applied Imaging VI Evaluation Final.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Technical aspects continue to improve. Further implementation of exposure factors into labs and simulations have had a positive change for this assessment item.

Final comp data shows an overall increase in skill level.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 24-25 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

RADT 24-25 (AS) Retention

Objective Number: 3.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Section 1: 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](#)

Section 2: 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 effective data be maintained.

- JRCERT Standard 6 Assessment (see brown text on pages 44-45)
- Effectiveness Plan Class of 2024 (see green highlight on page 1)

Attached Files

[Program Effectiveness Report 2024.pdf](#)

[JRCERT Standard 6 Assessment.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the program selected 29 students. Two (2) students dropped from the program. One was pregnancy related and the other pursued a new career opportunity. 27/29 completed the program, however, based on JRCERT's definitions in standard 6 Assessment, the completion rate is 27/27.

Program completion 100%. Objective met

Attached Files

[JRCERT-Completion-Calc.pdf](#)

[Program Completion Rate.pdf](#)

[RadTech Program Effectiveness Data 2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

RADT 1000 discussion forums provide information about the profession to help students understand the job requirements and salary.

Students are informed at a mandatory orientation about pregnancy and program requirements.

Attached Files

[Discussion Forum.pdf](#)

[Pre RADT Orientation PPT 4.24.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 24-25 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

RADT 24-25 (AS) Employment

Objective Number: 3.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Section 1: Objective With Intended Outcomes:

Graduating Radiologic Technology students will be employed.

Section 2: Assessment/Evaluation/Measures/Strategies:

Over a five-year average, the job placement rate will not be less than 75% within twelve months of graduation as determined by the JRCERT.

Attachments:

- JRCERT Rights & Responsibilities of Sponsors (see red text 11.501F b. on page 2 of the PDF)
- JRCERT Standard 6 Assessment (see brown text on page 3 in the 6.1 PDF below)

Attached Files

[JRCERT Standard 6 Assessment.pdf](#)

[JRCERT Rights & Responsibilities of Sponsors.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, students who graduated in Spring 2024 were assessed. 100% employment rate. (27 of 27)

Given the observed score for the class of 2024= 100%>the JRCERT benchmark= 75%, this objective is met.

Attached Files

[Program Effectiveness Report 2024.pdf](#)

[RadTech Program Effectiveness Data 2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

RADT job market continues to grow. Many students in this cohort acquired jobs in various imaging modalities. The Health Sciences Division also hosts employers in the Spring each year to help students connect with various facilities and available employment.

Attached Files

[HEALTH SCIENCES CAREER EXPO.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 24-25 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Respiratory Care (AS)

RC 24-25 (AS) Professional Competency

Objective Number: 4.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Section 1: 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](#)

Section 2: 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 attachment 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) (see attachment 2. Outcomes Thresholds Grid file below in Section 3).

In addition, successfully meeting the outcomes would be to achieve two out of the three topics scoring above the national average.

- I: Patient data
- II: Troubleshooting and Quality Control of Devices and Infection Control;
- III: Initiation and Modifications of Interventions.

The purpose of analyzing all 17 components found within topics I, II, and III are not only to measure student learning outcomes but to also evaluate student's scores relative to the national average to assist faculty in determining curriculum revisions.

I: Patient data (national benchmark = 50.0 points)

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (national benchmark = 6.4 points)
- B. perform clinical assessment (national benchmark = 6.7 points)
- C. perform procedures to gather clinical information (national benchmark = 7.8 points)
- D. evaluate procedure results (national benchmark = 6.5 points)
- E. recommend diagnostic procedures (national benchmark = 5.4 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 = 9.8 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 = 6.9 points)
- B. perform airway clearance and lung expansion techniques (national benchmark = 2.9 points)
- C. support oxygenation and ventilation (national benchmark = 9.8 points)
- D. administer medications and specialty gases (national benchmark = 2.7 points)
- E. ensure modifications are made to the respiratory care plan (national benchmark = 12.1 points)
- F. utilize evidence-based practice (national benchmark = 4.0 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

[TMC Scores by Content Area 2023.2024 cohort IE 2025.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2024-2025, this outcome was met.

Data broken down by student learning outcomes follows: LSU Eunice TMC Scores by Content Area (see attachment 1. "All Candidate Summary" section 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 (see attachment 2. TMC Graduate Performance 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 attachment 3. NBRC

Annual School Report below). As mentioned in section 2, the overall benchmark for success is students passing the TMC examination. The threshold is set at 60% on a 3-year average based on the accrediting body (CoARC) Standards & Guidelines (see attachment 4. CoARC Annual Report, highlighted pg. 5 below).

1: Patient data (LSUE = 38.4 points > National = 32.8 points)

Student Learning Outcomes: Upon the completion of this program the student will

- A. evaluate data in the patient record (LSUE = 7.7 points > National = 6.4 points)
- B. perform clinical assessment (LSUE = 7.1 points > National = 6.7 points)
- C. perform procedures to gather clinical information (LSUE = 9.3 points > National 7.8 points)
- D. evaluate procedure results (LSUE = 8.0 points > National 6.5 points)
- E. recommend diagnostic procedures (LSUE = 6.3 points > National 5.4 points)

II. Troubleshooting and quality control of devices, and infection control (LSUE = 15.6 points > National 13.2 points)

Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble/troubleshoot devices (LSUE = 11.7 points > National = 9.8 points)
- B. ensure infection prevention (LSUE = 1.6 points > National = 1.4 points)
- C. perform quality control procedures (LSUE = 2.3 points > National = 2.0 points)

III. Initiation and modification of intervention (LSUE = 55.3 points > National = 46.4 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 = 8.1 points > National = 6.9 points)
- B. perform airway clearance and lung expansion techniques (LSUE = 3.9 points > National = 2.9 points)
- C. support oxygenation and ventilation (LSUE = 12.1 points > National = 9.8 points)
- D. administer medications and specialty gases (LSUE = 3.5 points > National 2.7 points)
- E. ensure modifications are made to the respiratory care plan (LSUE = 14.2 points > National 12.1 points)
- F. utilize evidence-based practice (LSUE = 4.3 points > National 4.0 points)
- G. provide respiratory care in high-risk situations (LSUE = 3.7 > National 3.4 points)
- H. assist a physician/provider in performing procedures (LSUE = 3.2 > National 2.6 points)
- I. conduct patient and family education (LSUE = 2.3 points > National 2.0 points)

For AY 2024-2025 examining the data for 2023-2024, given that the assessed value of 100% (15/15 passed) > the threshold of 60%, this objective is met.

Attached Files

[2. TMC Graduate Performance - 2023.2024 cohort I.E. no names.pdf](#)

[1. TMC Scores by Content Area 2023.2024 cohort IE 2025.pdf](#)

[3. Annual School Summary I.E. 2023. 2024 cohort.pdf](#)

[4. Outcomes Thresholds Grid \(1\). 2020 Standards I.E..pdf](#)

Section 4: 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 and materials which include practice examinations and simulations has had very positive results. For this to occur, the faculty required the students to purchase the Kettering National Seminar Home Study book bundle. This purchase is to be utilized in the last fall semester courses; RC 2025 (Professional Review Seminar Lab) and RC 2026 (Critical Care and other Related Concepts in Respiratory Care) (see attachment 1. Kettering book bundle adoption below). This book bundle covers the entire NBRC matrix, and the student has the advantage of access to this educational purchase even after graduation to assist in preparing for their national board examinations. This book bundle is designed to help students build strong clinical skills using online clinical simulations and other learning tools. This educational software will also track and report the progress of each student as well as the entire class. As the student's learning progresses, more advanced simulations may be offered. The faculty will decide which simulations are made available to the students and also if the assignment is for practice or for testing purposes.

In addition, the program purchased a subscription for additional resources through Kettering National Seminar Classmates. This provides 63 additional online clinical simulations. The key benefits of the Classmate platform are that it builds critical-thinking skills throughout the entire curriculum, reinforces classroom content, detailed audio explanations provided for each simulation, free access for instructors and a NBRC level exam with 22 simulations (see attachment 2. Classmates invoice below).

Attached Files

[2. Kettering National Seminars Classmates LR Invoice 2023.2024 cohort.pdf](#)

[1. Kettering book bundle fall 2024 cohort IE. 2025.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RC 24-25 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

RC 24-25 (AS) Retention

Objective Number: 4.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Section 1: Objective With Intended Outcomes:

Respiratory Care students will be retained.

Section 2: 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. Outcomes 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. Outcomes Thresholds Grid. 2020 Standards below).

Program Annual Reporting Tool (see attachment 2. RCS Report CoARC Annual Report 2024 on page 13 below)

The program was awarded a \$10,000 scholarship from the National Board for Respiratory Care (NBRC) (see attachment 3. Copy of NBRC funds). The faculty felt these funds could be used to purchase the students Kettering books which are used to assist remediation and preparation for their national board examinations once they graduate including the purchase of secured NBRC self-assessment examinations (see 4. NBRC Scholarship budget below).

Attached Files

- [1. Outcomes Thresholds Grid. 2020 Standards.pdf](#)
- [2. RCS Annual Report. 2025 retention highlighted.pdf](#)
- [3. NBRC Scholarship letter 2025.pdf](#)
- [4. National Board for Respiratory Care Scholarship Budget 2025.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2024-2025, this outcome was met.

For AY 2024-2025, examining the data from the class of December 2024, the LSU Eunice Respiratory Care cohort consisted of 17 new students and 1 re-entry; 18 total. The program lost 4 students; however, 3 of those students have made arrangements to enter into the 2025-2026 cohort with one student undecided yet not considered drop out until 3 years of no returning to the program. Therefore, retention is currently at 100%. A total of 14 students graduated in December 2024. CoARC's retention threshold is 70% of the total number of students in the enrollment cohort over a 3-year average (see attachment 1. CoARC Thresholds Grid below; see attachment 2. CoARC Annual Report below p. 7).

Given the observed 3-year average (2022-2024) is 96% > CoARC's established retention of 70%, this objective was met.

Attached Files

- [1. Outcomes Thresholds Grid \(1\). 2020 Standards I.E..pdf](#)
- [2. RCS Annual Report. 2025 retention highlighted.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Respiratory Care faculty partnered with LSU Eunice's Surgical Technology and Nursing program and submitted a grant to purchase a 3-D Anatomage table (see attachment 1. table quotes and attachment 2. Rapid Response Grant). This table will be used to supplement didactic material where difficult concepts relating to anatomy and physiology including pathophysiology are found. Generally, these courses are where attrition occurs. The faculty feel as a consensus this highly technological purchase will assist with a better understanding and grasping of difficult material. The many features that the 3-D table provides are extremely valuable and offer many case studies, images, and quizzes in the cardiopulmonary system.

Attached Files

- [2. Rapid Response Respiratory Care Narrative FY 24-25.pdf](#)
- [1. 3 Table Clinical + anatamage table quote.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RC 24-25 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

RC 24-25 (AS) Employment

Objective Number: 4.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Section 1: Objective With Intended Outcomes:

Graduates of the Associate of Science Degree in Respiratory Care will be employed within twelve (12) months after graduation.

Section 2: 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 (see attachment 1. CoARC Thresholds 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.

CoARC removed the employment threshold as a requirement; however, the program intends to continue with an internal benchmark of 70% (see attachment 1. CoARC Thresholds Grid).

Attached Files

[1. Thresholds-Grid-20 \(1\).pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2024-2025, this outcome was met.

For AY 2024-2025 examining 2023-2024, the class of December 2024 consisted of 14 graduates. All 14 (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 programmatic outcomes assessment (see attachment 1. CoARC Employer Survey; see attachment 2. CoARC Graduate Survey; see attachment 3. CoARC Annual Report 2025 page 8 below.)

For AY 2024-2025 examining 2023-2024, given that the assessed value of 100% > the internal benchmark of 70%, this objective was met.

Attached Files

- [1. employer survey no name IE 2025.pdf](#)
- [2. graduate survey. no name IE 2025.pdf](#)
- [3. RCS Annual Report. 2025.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program will continue to welcome several hospitals who wish to meet with the students for recruitment purposes (see attachment 1. Recruitment doc. Iberia Medical Center IE 2025). The program faculty will also provide time for the senior clinical students to attend Health Sciences Career Fairs sponsored by LSUE (see attachment 2. Career Fair Announcement IE 2025). Also, the program was approached by Long Term Acute Care of Louisiana to secure a new clinical affiliation agreement. This will provide the students with additional sites for clinical training, especially one considered a specialty hospital (see attachment 3. LTAC Request IE 2025). In addition, the program continues to work with Ochsner Health in partnership with the Workforce Innovation and Opportunity Act (WIOA). This venture is funded through a federal assistance contract between St. Landry Parish, Ochsner Lafayette General and Louisiana State University Eunice. The purpose of this contract is to expand the amount of selected students into the clinical portion of the program. If the student meets certain criteria set forth by WIOA, they may elect to sign a contract with Ochsner and participate in an apprenticeship. This allows the student employment, funding for tuition, books and supplies while in the program and a confirmed position once they graduate (See attachment 4. HRSA Grant IE 2025; see attachment 5. Career Scholarship Agreement Form below).

Attached Files

- [1. Iberia Medical Center luncheon request IE 25.pdf](#)
- [2. Health Science Career Fair Announcement IE 25.pdf](#)
- [3. AMG. LSU-E Affiliation-Respiratory Care - Lafayette New 2025 IE.pdf](#)
- [4. WIOA. Ochsner Customized Training Agreement \(4\).pdf](#)
- [5. Career Scholarship Agreement. no name IE 2024 \(2\).pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RC 24-25 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Surgical Technology (AS)

ST 24-25 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: 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](#)

Section 2: 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 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, This outcome was met analyzing the data from summer 2023.

For AY 2024-2025, sixteen (16) students successfully completed the program and sat for the NBSTSA exam in summer 2024. All sixteen (16) passed the exam on their first attempt. 100% participation meets the benchmark, and 100% pass rate exceeds the 70% benchmark. Evidence of results attached.

Attached Files

[CST Pass Rates Class of 2024_Redacted.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program will provide the students with a 6-month subscription to Board Vitals. This is a software for the NBSTSA CST exam test prep. The students can access this at any time from their computer, smart phone, or tablet. The program will require all students to take at minimum six (6) practice exams in the student computer lab that the actual exam will take place in the final semester of the program to prepare them for the exam and reduce test taking anxiety due to an unfamiliar testing location. Invoice attached.

Attached Files

[Board Vitals Invoice.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 24-25 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ST 24-25 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: 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 2203: 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 1103 Clinic FALL 2023.docx](#)

[SURT 2103 Clinical II 2024.pdf](#)

[SURT 2203 Clinical III 2024.pdf](#)

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024 - this objective was met.

For AY 2024 - 2025, Fourteen students were enrolled in SURT 2203 in summer 2024 (the final clinical course of the program) and successfully completed the course with a minimum grade of "C", 77%, or better. They all passed the final instructor clinical evaluation with a minimum grade of

"C", 77%, or better. See the student grades on the final clinical instructor evaluation below and three examples of the graded rubric attached (student names are redacted). Grades are assigned based on the Division of Health Science's seven-point grading scale.

A - 10 students 10

B - 4 students 4

Given that 100% of the clinical students passed this course, surpassing the benchmark, this objective was met.

Attached Files

[Class of 24 Final Eval Sample.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program will incorporate additional open lab hours with an instructor assigned to the open lab hours. The students that experience any mark below a grade of "C" in a specific skill will be required to remediate that specific skill during open lab hours to practice and demonstrate improvement.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 24-25 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ST 24-25 (AAS) Retention (Graduation) Rate**Objective Number:** 11.3**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Surgical Technology (AS)**Section 1: Objective With Intended Outcomes:**

Students admitted into the Surgical Technology Program will graduate from the program.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024 - 2025, Eighteen (18) students were admitted into the program and sixteen (16) students completed for a retention rate of 88%.

Given that the observed value of 88% is greater than the 60% benchmark specified by CAAHEP, this objective was met.

Section 4: Improvement Plan/ Changes Made:

The program will host at least one information session prior to the selection process to ensure applicants are aware of the rigor of the program and specific job duties of the surgical technologist to ensure they are selecting the career path that meets their expectations.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 24-25 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ST 24-25 (AAS) Employment

Objective Number: 11.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: Objective With Intended Outcomes:

Surgical Technology students will be employed in a related field within 12 months of graduation.

Section 2: Assessment/Evaluation/Measures/Strategies:

Expected level of employment in a field related to surgical technology is 80%, at least within 1 year after graduation. This benchmark is set by the Commission on Accreditation of Allied Health Programs (CAAHEP) Standard IV.B: Outcomes Assessment (see attached CAAHEP standard IV.B summary below).

Attached Files

[CAAHEP ST Standards Interpretive Guide Employment.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met examining the graduate data from summer 2023.

For AY 2024-2025, examining the graduate data from the summer of 2024, sixteen (16) students graduated, and all are employed in the field of surgical technology within one (1) year of graduation. 100% employment rate exceeds the 80% benchmark; therefore, this objective was met. See attached employment data for the Class of 2024.

Given the observed value of 100% > the established benchmark, this objective is met.

Attached Files

[Class of 24 Employment Data.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program will invite potential employers to campus to provide the students with information regarding the different employers and positions each has available. The students will be required to attend a career fair hosted on the LSUE campus.

Attached: Accepted Calendar invite for OLGMC to visit the surgical technology students, and email thread after the visit to plan another event with the students.

Attached Files

[Email Thread.pdf](#)

[Calendar Invite.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 24-25 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Dual enrollment and LSU Eunice Academy

DEAC 24-25 Increase Enrollment of Dual Enrollment students

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Section 1: Objective With Intended Outcomes:

The LSUE Dual Enrollment Program will increase student enrollment.

Section 2: Assessment/Evaluation/Measures/Strategies:

This will be based on Fall semester head count for Dual Enrollment students. The historical figures for high school dual enrollment at LSU Eunice is shown in Table 1.

Table 1. LSU Eunice Dual Enrollment Statistics	
Fall	Enrollment
2013	228
2014	306
2015	279
2016	499
2017	568
2018	531
2019	466
2020	560
2021	588
2022	615
2023	1121
Mean	523.7
Median	531.0

Meeting or exceeding the median or mean will indicate success.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, institutional research reported that there were 1,015 high school dual enrollment students registered on the census date.

Given that the observed value of 1,015 > the historical mean of 523.7, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Assessment results show a decrease in dual enrollment participation. School visits, parent meetings, and social media postings will continue to be used to maintain or increase dual enrollment in future semesters.

Attached Files

[DE Parent Card Side 2.pdf](#)

[DE Parent Card Side 1.pdf](#)

[DE FB Advertisement.pdf](#)

[Summer and Fall Scheduling 2025.pdf](#)

[Say Yes to Dual enrollment!.pdf](#)

[Bienville DE Info flyer \(2\).pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 24-25 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

DEAC 24-25 LSUE Academy Fall to Fall Retention

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Dual enrollment and LSU Eunice Academy

Section 1: Objective With Intended Outcomes:

Eleventh grade LSUE Academy students (high school dual enrollment students taking courses at the LSUE main site) will be retained from Fall semester to the following Fall semester.

Section 2: 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 tentative 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).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

NOTE: After having discussion with Director of Institutional Effectiveness, it was felt that this objective should be changed to focus on completers effective Fall 2025. This objective may not have data in it for one year because there might not be any completers in the first year. Given this, the change in the objective fits with the focus of the Board of Regents and the local high schools and that is either certificate or associate degree completers.

Section 4: Improvement Plan/ Changes Made:

N/A

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 24-25 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

DEAC 24-25 Compare Dual Enrollment Student GPAs to new FF LSUE Students GPA

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Section 1: Objective With Intended Outcomes:

Dual enrollment students overall grade point averages (GPAs) will equal or exceed the GPAs of new first-time students.

Section 2: 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 high school dual enrollment for the fall semester.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, Fall 2024 high school dual enrollment (n =1045) had a semester mean GPA of 3.32. First-time students at LSUE (n = 862) had a mean semester GPA of 2.33. This reflects a 0.99 higher GPA for high school dual enrollment students over first-time traditional students at LSUE.

Because the observed GPA for dual enrollment students of 3.32 > the comparison group of all new first-time students of 2.33, the objective is met.

Section 4: Improvement Plan/ Changes Made:

Academic intervention methods, including tutoring opportunities, academic meetings with the director, and communications with high school counselors will continue to be used to maintain higher than average GPA's for all high school dual enrollment students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 24-25 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Library and Student Support Services

LIB 24-25 Faculty Satisfaction with the Library

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with LSU Eunice Library Services.

Section 2: 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 ten years (see Table 1).

Table 1. Faculty Satisfaction for the Given Years.				
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
2023	3.8	4.5	4.15	23
2024	3.6	4.4	4.00	31
weighted means	3.83	4.49	4.16	269

Meeting or exceeding the mean of 4.16 OR meeting the value for "agree" (4.00) overall will be considered as meeting this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, a total of 25 (37.3%) of the 67 faculty responded to the survey in April 2025 (see attached PDF below). The results were:

- $\bar{x}_{20} = 3.8$ with 2 responding n/a
- $\bar{x}_{46} = 4.3$ with 1 responding n/a
- $\bar{x}_{\text{simple}} = 4.05$.

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. In spring 2024, the faculty rated question 20 a 3.6 and question 46 a 4.4 so 20 went up slightly and 46 went down slightly. The longitudinal report indicates that question 20 at 3.8 was slightly below the weighted mean of 3.82 and the rating for question 46 at 4.3 was also slightly below the weighted mean of 4.48 for the time period studied (see the Faculty Longitudinal Report attached).

Given that the observed combined score of 4.05 > agreed or 4.00, this objective is met (even though it did not meet the 4.16).

Attached Files

[2025 Faculty Survey-Library.pdf](#)

[2025 Longitudinal Faculty-Library.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Although this objective was met, the library continues to seek out ways to improve services and engage the faculty. The Library Director and Reference Librarian began working with the Program Directors in Health Sciences and Business/Technology to build out LibGuides for their programs (see attached for two examples). These meetings have been helpful, as we are learning about topics covered in the programs and will work to focus our resources on supplementing these topics.

During AY 2025-2026, library personnel will continue our work with faculty on updating LibGuides to include a page for each program LSU Eunice offers and encourage faculty to refer students to it.

Attached Files

[CSC LibGuide.pdf](#)

[DMS LibGuide.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 24-25 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LIB 24-25 Staff Satisfaction with the Library

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Staff will be satisfied with LSU Eunice Library Services.

Section 2: 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
2023	4.1	4.3	4.20	31
2024	4	4.2	4.10	36
weighted means	3.89	4.15	4.02	485

Meeting or exceeding the historical benchmark of 4.02 OR the value for "agree" = 4.00 is considered as successful.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, a total of 28 (36.8%) of the 76 staff members responded to the April 2025 survey (see attached PDF below). The results were:

- $\bar{x}_{17}$ = 3.8 with 6 responding n/a
- $\bar{x}_{39}$ = 4.3 with 1 responding n/a
- $\bar{x}_{\text{simple}}$ = 4.05.

As indicated by the scores, the staff agreed that resources and services approached adequate but fell slightly below agree. The 3.8 is slightly below the 4.0 from spring 2024. The 3.8 on question 17 was also slightly below the longitudinal weighted mean of 3.88 for the period studied (see Staff Longitudinal Study attached). Staff did agree that the library staff was helpful by scoring number 39 as a 4.3. The 4.3 is one point above the score on number 39 from spring 2024. The 4.3 is also above the longitudinal weighted mean of 4.16 for the time period studied (see the Staff Longitudinal Report attached).

Given that the observed combined observed score of 4.05 > the historical benchmark of 4.02 > agreed or 4.00, this objective is met.

Attached Files

[2025 Staff Survey-Library.pdf](#)

[2025 Longitudinal Staff-Library.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Although this objective was met, the library continues to seek out ways to improve services and engage the staff. In AY 2023-2024, the library was able to host an author event that was well attended by staff, faculty, students, and the local community (see attached).

In AY 2025-2026, the library will continue to host events in an effort to get staff engaged with their campus library.

Attached Files

[Author Event.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 24-25 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LIB 24-25 Student Satisfaction with the Library

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Students will be satisfied with LSU Eunice Library resources and staff.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction (RNL) Inventory will be administered during the spring 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory is given to students toward the end of the spring semester in April. 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 six years.

- Spring 2018 was 5.96;
- Spring 2019 was 5.99;
- Spring 2020 was 6.07;
- Spring 2021 was 6.09,
- Spring 2022 was 6.14,
- Spring 2023 was 6.20 with an n = 46,104 students,
- Spring 2024 was 6.26 with an n = 46,104 students, and
- Spring 2025 was 6.31 with an n = 48,015 students.

The simple mean is 6.128.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). The ratings by site were:

- All Sites: #6 = 6.32, #43 = 6.03, $\bar{x}$ = 6.175 (n = 221)
- LSUE: #6 = 6.31, #43 = 5.66, $\bar{x}$ = 5.985 (n = 85)

- LSUA: #6 = --, #43 = --, $\bar{x}$ = -- (**n = 0**). No students enrolled during AY 2024-2025.
- Dual Enrollment < 50% of a program: #6 = 6.17, #43 = 6.27, $\bar{x}$ = 6.220 (n = 19). Caution is urged in interpreting the data given the low n.
- Both 8-week and 16-week Online: #6 = 6.37, #43 = 6.62, $\bar{x}$ = 6.495 (n = 106)
- Ochsner Lafayette General Orthopedic Hospital: #6 = 4.67, #43 = 4.00, $\bar{x}$ = 4.335 (n = 3). 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 Library services face-to-face and online, so it is difficult to determine which is being evaluated. For example, the 85 LSUE face-to-face students rated the resources and service at 6.31 and rated helpful and approachable at 5.66 which is at least somewhat satisfied. This may be the result of staff being on leave and/or resignations during AY 2024-2025. Next, it seems as if the three students filling out the survey at the hospital were disgruntled about something. In this case, the n is so low that a discussion is not warranted given that sample parameters with a size of n = 3 does not normalize so the sample parameters do not necessarily reflect the population parameters. 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 = 6.175 > the historical benchmark = 6.128 and agree = 6.000, this objective is met.

Attached Files

[RNL Site 2025-Library.pdf](#)

Section 4: Improvement Plan/ Changes Made:

It is interesting to note that in spring 2024, students at the LSUE face-to-face site rated number 6 at 6.36 and question 43 at 5.90 so there appears to be a pattern in that number 43 is typically rated below 6.00 (see the 2024 file below). Given this and the personnel shortages during AY 2024-2025, the Executive Director of the Library recommends monitoring into next year.

In addition, the Executive Director of the Library has reviewed and analyzed the student survey results to identify overarching themes of declining satisfaction and is working with the library staff to improve patron interactions and service going forward.

Attached Files

[Library Satisfaction NL-SequentialSite.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 24-25 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LIB 24-25 Bibliographic Instruction

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Students will obtain foundation knowledge in the use of Library Services for their degree programs.

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective is assessed using 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. It was delayed in AY 2022-2023 and AY 2023-2024 due to timing with accreditation and Achieving the Dream.

Attached Files

[BI Quiz.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed due to timing with accreditation and Achieving the Dream.

For AY 2024-2025, a total of 240 students were in 18 class sections that had bibliographic instruction during fall 2024 and spring 2025. The results were:

- 67.8% correct overall,
- 67.2% correct for SLO 1 (physical resources), and
- 68.4% correct for SLO 2 (digital resources).

Given that the 67.8% < the tentative benchmark of 70%, this outcome is partially met because the benchmark is tentative.

Attached Files

[2024-2025 BI Sessions.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Library staff would like to give BI sessions and the SLO quiz during AY 2025-2026 and gather information for one more year prior to making any changes. The Executive Director of Institutional Effectiveness and Accreditation agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 24-25 Bibliographic Instruction

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Academic Advising

ACAD 24-25 Create a more structured and thorough advisor training program

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Advising

Section 1: 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.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed to focus on other priorities such as accreditation and Achieving the Dream.

For AY 2024-2025, this objective was delayed once again due to the implementation of Workday and the need to learn how to use it and work out interdepartmental issues.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ACAD 24-25 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ACAD 24-25 Student Satisfaction with Academic Advising

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Advising

Section 1: Objective With Intended Outcomes:

Students will be satisfied with academic advising.

Section 2: 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 ($\bar{x}_{\text{national}} = 6.03$).
 - 14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.19$).
 - 16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 6.04$).
 - 22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 6.07$).
 - 35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.82$).
- Overall benchmark = 6.030

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.

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 6.030.

Note that this objective assesses all advising for both faculty and the advising center for all 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, a total of 221 (6.7%) out of 3,293 students responded to the annual RNL Student Satisfaction Survey (see Table 1 and the PDF file below). LSUE students scored the various advising questions a 6.244 overall exceeding the national mean of 6.030. All sites exceeded the national average except the Ochsner Lafayette General Orthopedic Hospital site with a rating of 5.864 (which is an improvement from 4.982 in AY 2023-2024). Please keep in mind that the hospital site with an $n = 3$ does not contain enough participants in the survey to normalize the data. Note that the LSUA face-to-face site had no students enrolled during AY 2023-2024.

Table 1. Student Satisfaction with Academic Advising AY 2024-2025 Based on RNL Likert Scale.						
Question	Nat'l	Overall	LSUE	Dual Enroll < 50%	Online	OLG Hospital
3	6.03	6.16	6.07	6.76	6.17	5.00
14	6.19	6.46	6.41	6.88	6.43	6.33
16	6.04	6.25	6.33	6.60	6.13	6.33
22	6.07	6.37	6.24	6.87	6.38	6.33
35	5.82	5.98	5.95	6.06	6.00	5.33
Means	6.030	6.244	6.200	6.634	6.222	5.864
n	48015	221	85	19	106	3

Given that the observed value of 6.244 > the national value of 6.030, this objective is met.

Attached Files

[RNL Site 2025-SSS-Advising.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Executive Director of the Library and Student Support Services suggests that LSU Eunice focus on increasing the participation rate, especially at the hospital site, the LSUE site, and dual enrollment for students greater than or equal to 18 years of age.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ACAD 24-25 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Disability Services

DISA 24-25 Disability Services - Student Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Disability Services

Section 1: Objective With Intended Outcomes:

Students will be satisfied with Disability Services.

Section 2: 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 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

RNL 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

Successfully meeting this objective will be an overall rating $\bar{x} \geq 6.00$ which indicates satisfaction.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the RNL survey was sent out electronically in April through an email from the Dean of Student Affairs. In all, 221 (6.7%) of the 3,293 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):

- $\bar{x}_{\text{overall}} = 6.55$, $n = 221$ (spring 2024 was $\bar{x}_{\text{overall}} = 6.24$, $n = 249$).
- $\bar{x}_{\text{LSUE face-to-face}} = 6.51$, $n = 85$ (spring 2024 was $\bar{x}_{\text{LSUE face-to-face}} = 6.22$, $n = 109$).
- $\bar{x}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024 or spring 2025..
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.86$, $n = 19$ (spring 2024 was $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.14$, $n = 21$).
- $\bar{x}_{8 \text{ \& 16-week online}} = 6.64$, $n = 106$ (spring 2024 was $\bar{x}_{8 \text{ \& 16-week online}} = 6.26$, $n = 95$).
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 7.00$, $n = 3$ (spring 2024 was $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 7.00$, $n = 10$).

As indicated, students at all sites rated the question with an overall mean of 6.55 or slightly above the midpoint to "very satisfied".

Given the overall observed mean of $6.55 \geq 6.00$ (satisfied), this objective is met.

Attached Files

[RNL Site 2025-SSS-Disability Services.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Disability Services will continue monitoring student survey feedback to ensure ongoing effectiveness. In addition, we will review and update the Disability Services Handbook to keep policies and procedures current and clearly communicated.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DISA 24-25 Expand campus outreach efforts on services available for students with disabilities

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Disability Services
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Pathways to Success

PWAY 24-25 Program Completion

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Pathways to Success

Section 1: Objective With Intended Outcomes:

Pathways to Success students (those that need remediation in all subject areas) will complete their developmental education (DE) studies coursework.

Section 2: 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 statistics are based on the work of Bailey, Joeng, & Cho, 2008 (see Bailey, T., Jeong, D. W., & Cho, S. W. (2008)). Referral, enrollment, and completion in developmental education sequences in community colleges. Retrieved on January 20, 2009, from <http://ccrc.tc.columbia.edu/Publication.asp?UID=659>).

A second benchmark from data in 2016 from the National Center for Education Statistics (NCES) will also be used as a comparison. The NCES report cites that 25% of students entering DE needing four or more DE courses complete that coursework within six years (150% time for a four-year degree). The report also cites that 40.4% of students complete all DE courses when only three DE courses are required. As a result, a range beginning with 25% through 40.4% (and higher) is considered successful for this objective. These statistics are used because Pathways to Success students are typically required to take four developmental courses: Pre-Algebra, Introductory Algebra, College Reading, and English Composition. However, often times students will test out of either developmental English or Pre-Algebra.

Citation for the 2016 research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>

Note that students in the cohorts just prior to the calculation date are removed since they could not have generally completed the program. For example, this calculation typically occurs in the summer. As a result, this iteration is up through spring 2021.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was cancelled, and a new one was to be provided.

For AY 2024-2025, given the workload with the new student information system, the creation of a new objective was overlooked.

Section 4: Improvement Plan/ Changes Made:

The department seeks to create a new objective for AY 2025-2026 evaluating program completion for on-campus Pathways to Success students who start in the fall and are projected to complete program requirements in the subsequent spring semester.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 PWAY 24-25 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: 11/1/2024
 End: 10/31/2025
 Progress: Canceled
 Provided By: Pathways to Success
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Tutoring

TUTR 24-25 Student Satisfaction with Tutoring

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Tutoring

Section 1: 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.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 meeting this objective are meeting or exceeding mean of the individual survey question means which are

- $\bar{x}_{27}$ national score = 6.28
- $\bar{x}_{28}$ national score = 6.36
- $\bar{x}_{\text{simple of the two questions}}$ = 6.20
- $n = 48,015$ students

so, 6.20 as shown or 6.00 which is "satisfied" will constitute as meeting this objective.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 221 (6.7%) of the 3,293 students registered for spring on the census date responded (see attached pdf below).

In terms of satisfaction, students scored tutoring in the following manner:

- Overall $\bar{x}_{27} = 6.53$, $\bar{x}_{28} = 6.58$, $\bar{x}_{\text{both}} = 6.555$, $n = 221$

- LSU Eunice face-to-face site $\bar{x}_{27} = 6.56$, $\bar{x}_{28} = 6.48$, $\bar{x}_{\text{both}} = 6.520$, $n = 85$
- LSU Alexandria face-to-face site $\bar{x}_{27} = --$, $\bar{x}_{28} = --$, $\bar{x}_{\text{both}} = --$, $n = 0$; no students enrolled in spring 2025
- Dual enrollment sites < 50% of a program $\bar{x}_{27} = 6.50$, $\bar{x}_{28} = 7.00$, $\bar{x}_{\text{both}} = 6.750$, $n = 19$
- 8-week and 16-week online $\bar{x}_{27} = 6.53$, $\bar{x}_{28} = 6.59$, $\bar{x}_{\text{both}} = 6.56$, $n = 106$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_{27} = 4.00$, $\bar{x}_{28} = 6.00$, $\bar{x}_{\text{both}} = 5.000$, $n = 3$

The data from all sites indicates that the students were satisfied with tutoring and that each site exceeded the national benchmarks, except for the Ochsner Lafayette General Orthopedic Hospital site. Given that, the overall mean for that site indicated the students were between somewhat satisfied and satisfied keeping in mind that an $n = 3$ may not be representative of the population at that site.

Given that the overall $\bar{x}$ for both questions = $6.555 >$ the national benchmark $\bar{x} = 6.20$ (and 6.00), this objective is met.

Attached Files

[RNL Site 2025-SSS-Tutoring.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Although this objective was met, Student Success will continue to monitor the survey results and work on improving peer tutor training. We will develop a short feedback check-in with tutor's mid-semester to identify needs and provide additional support. In addition, we will create quick reference materials (study guides, tip sheets, or online resources) to supplement tutoring sessions.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TUTR 24-25 Provide tutoring services for students

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Tutoring

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

TUTR 24-25 Require tutoring as an early alert system for Pathways to Success students.

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Tutoring

Section 1: Objective With Intended Outcomes:

Objective Revised for AY 2019-2020: 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.

Benchmark Revised for AY 2024-2025: In an effort to improve success rates, the Tutoring Center aims to see 60% of Pathways to Success students attend tutoring for corequisite English and mathematics.

Section 2: 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.

Benchmark Revised for AY 2024-2025: The objective will be met if sixty percent (60%) of the Pathways Success students attend required tutoring for math and English co-req courses. The Tutoring Center attendance logs/registration reports will be used to assess this objective. We introduced this new requirement to the pathway's students during the spring 2025 semester.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed due to efforts associated with accreditation and Achieving the Dream.

For AY 2024-2025, due to the issues with math and English faculty not turning in tutoring alerts for Pathways students, a different approach was implemented in spring 2025. Instead of relying on faculty to turn in tutoring alerts when students fall behind, the Tutoring Center, in coordination with the Pathways to Success program, has taken a proactive approach by requiring weekly tutoring starting early in the semester. For the initial semester of this tutoring requirement, 53 out of 127 (41.7%) Pathways to Success students attended tutoring.

Given that 41.7% is less than the 60% benchmark, this objective is not met. However, because this had not been implemented until spring 2025, the data is not representative of the full academic year.

Section 4: Improvement Plan/ Changes Made:

The Tutoring Center is collaborating with the Pathways to Success Coordinator to implement strategies to improve tutoring attendance through a redesigned sign-in system, earlier mandated tutoring for Pathways to Success students, and incentivized extra tutoring.

Attached Files

[SP25 P2S Tutoring Tracking.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TUTR 24-25 Provide academic support for Pathways to Success students.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Tutoring

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Testing Center

TEST 24-25 Placement and Procedures

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Testing Center

Section 1: Objective With Intended Outcomes:

Students will agree that assessment and course placement procedures are reasonable.

Section 2: 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 2024 question 30 = 6.18 having an n = 48,015 students. Meeting or exceeding the $\bar{x}_{\text{satisfied}} = 6.00$ or the $\bar{x}_{\text{national}} = 6.15$ will satisfy this objective. The $\bar{x}_{\text{satisfied}} = 6.00$ shall be considered as a minimum score (see the Placement NL... pdf file attached in section 3).

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 221 (6.7%) of the 3,293 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 RNL Site 2025-Testing PDF below):

- $\bar{X}_{\text{overall}} = 6.47$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.36$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled during spring 2024.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.64$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.51$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.00$, $n = 3$.

As indicated, the overall rating of $6.47 > 6.18$ indicated that students at most sites were at least satisfied with placement testing and the assessment.

Given that the overall observed mean of $6.47 \geq 6.00$ (satisfied) and the 6.18 national average, this objective is met.

Attached Files

[RNL Site 2025-Testing.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Although the benchmark was met, the Testing Center manager will continue to monitor progress.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TEST 24-25 Student Satisfaction with Assessment and Placement Procedures

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Testing Center

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Registrar

REG 24-25 Registrar's Office - Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with the Registrar's Office.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Faculty Survey will be administered during the spring 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was partially met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, a total of 25 (37.3%) of the 67 faculty responded to the April 2025 Survey (see attached PDF below). The results were:

- $\bar{x}_{27} = 3.4$ with 1 responding n/a
- $\bar{x}_{47} = 4.4$ with 1 responding n/a
- $\bar{x}_{\text{simple}} = 3.9$.

Faculty were relatively neutral about the registration procedures as indicated by the score of 3.4; however, this is up by .2 from 3.2 in the spring 2024 survey. The 3.4 is also slightly below the longitudinal weighted mean of 3.55 (see Longitudinal Faculty pdf attached below). The longitudinal data also indicates that the faculty have never been completely satisfied (4.0) with the registration processes over the 12-year time period. This is interesting given the gains with the staff over the past few years where staff are now satisfied with the registration processes (see objective 1.2).

Faculty did agree that the Registrar's Office was helpful as indicated by the 4.4; this is up from 4.3 on the spring 2024 survey. The 4.4 was slightly above the longitudinal weighted mean over the 12-year time period studied.

The simple mean from 3.4 and 4.4 is 3.9. The overall was up from 3.75 on the 2024 survey.

Given that the observed combined score of 3.9 < agreed or 4.00, this objective is partially met given the 4.4 on question 47.

Attached Files

[2025 Faculty Survey-Registrars Office.pdf](#)

[2025 Longitudinal Faculty-Registrar.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the implementation of a new student information system, faculty expressed some concerns during training sessions as to the transition to the new system. The accessibility as to the advisor's ability to understand the new processes was restricted to some extent causing some faculty to not rate the registration process as high as in previous years.

Additionally training and more detailed instructions will be accessible to faculty to refer to. In addition, there are plans to revise the advising model to make it more efficient and better serve the students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

REG 24-25 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

REG 24-25 Registrar's Office - Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Section 1: Objective With Intended Outcomes:

Staff will be satisfied with the Registrar's Office.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Staff Survey will be administered during the spring 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, 28 (36.8%) of the 76 staff members completed the survey in April 2025 (see pdf below). The results were:

- $\bar{x}_{23} = 4.0$ with 9 choosing n/a
- $\bar{x}_{40} = 4.5$ with 0 choosing n/a
- $\bar{x}_{\text{simple}} = 4.25$

The ratings on both questions indicated staff satisfaction with both the registration procedures and the Registrar's Office. Question 23 was up from 3.8 in 2024 and question 40 remained the same at 4.5 with the overall being 4.15 so the slight increase indicates an improvement. The longitudinal results for question 23 showed that the 4.0 was above the longitudinal weighted mean of 3.52 and was, in fact, the highest rating over the 12-year time period (see the Longitudinal Staff pdf attached below). The results for question 40 show that the 4.5 rating in the last two years was the highest in the 12-year time period and was greater than the longitudinal weighted mean.

Given that the combined observed mean of 4.25 > the benchmark of satisfied of 4.00, this objective is met.

Attached Files

[2025 Staff Survey-Registrar's Office.pdf](#)

[2025 Longitudinal Staff-Registrar.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the incremental improvement, the Registrar recommends monitoring into next year. Ratings are bound to change with the implementation of the new WorkDay Student System.

As LSUE continues with the implementation of Workday Student, problems should decrease and communication will be better. Thus, this should result in a higher, favorable rating.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

REG 24-25 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

REG 24-25 Registrar's Office - Student Satisfaction

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the Registrar's Office.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 $\bar{x}_{\text{satisfied}} = 6.00$ "satisfied" or

- $\bar{x}_2 \text{ national} = 6.02$
- $\bar{x}_{19} \text{ national} = 6.20$
- $\bar{x}_{\text{simple mean of two national scores}} = 6.110$
- $n = 48,015$

(see the left column of the RNL Site Registrar's Office PDF file in Section 3 below).

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the spring survey was sent out electronically to LSUE students by the Administrative Assistant from the Office of Student Affairs. In all, 221 (6.7%) of the 3,293 students responded to the survey with the results shown by site in Table 1.

Table 1. Student Satisfaction with the Registrar's Office AY 2024-2025							
Number	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
2	6.02	6.53	6.24	--	6.44	6.78	6.67
19	6.20	6.42	6.36	--	6.82	6.47	2.67
Mean	6.110	6.475	6.300	--	6.630	6.625	4.670
n	48,015	221	85	--	19	106	3

As shown in Table 1, all sites with the exception of the hospital site were satisfied with each average satisfaction > 6.00. Dual enrollment < 50% of a program were the highest, then online followed by the LSUE face-to-face site. The Ochsner Hospital site approached somewhat satisfied keeping in mind that the sample parameters may not be reflective of the population parameters given the low n = 3. As noted above, the LSUA face-to-face site had no students enrolled in spring 2025.

Given that the overall observed rating of 6.475 > 6.000 for satisfied and 6.110, this objective is met.

Attached Files

[RNL Site 2025-Registrar.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the advising model changing to have students stay with advisors longer from their initial acceptance to LSUE (i.e. 30 credits), this will assist students with transitioning from changes in programs of study to acceptance into healthcare programs and transferring to four-year institutions.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

REG 24-25 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Admissions

ADRE 24-25 Student Satisfaction with Admissions

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Admissions

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the admissions process.

Section 2: Assessment/Evaluation/Measures/Strategies:

Student satisfaction on the Ruffalo Noel (RNL) Levitz Student Satisfaction Inventory will assess this outcome benchmarked against national satisfaction for three questions related to admissions (see highlighted on left side).

The RNL 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The following questions will be used to assess this objective:

7. Admissions staff provide personalized attention prior to enrollment. ($\bar{x}_{\text{national mean}} = 6.00$)

17. Admissions counselors accurately portray program offerings in their recruiting practices. ($\bar{x}_{\text{national mean}} = 6.05$)

20. Students are made to feel welcome here. ($\bar{x}_{\text{national mean}} = 6.34$)

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 ≥ 6.00 (satisfied) or $\geq$ the combined national mean for the three questions = **6.130**.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the RNL survey was sent out electronically in April through an email from the Administrative Assistant from the Office of Student Affairs. In all, 221 (6.7%) of the 3,293 students registered for spring on the census date responded.

Their satisfaction is shown in Table 1 by site (see the attached PDF below):

Table 1. Satisfaction with Admissions AY 2024-2025							
Description	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
7	6.00	6.30	6.24	--	6.50	6.28	6.00
17	6.05	6.30	6.27	--	6.75	6.22	6.33
20	6.34	6.53	6.53	--	6.80	6.59	5.00
mean	6.130	6.377	6.347	--	6.683	6.363	5.777
n	48,015	221	85	--	19	105	3

As shown in Table 1, the values for LSU Eunice show satisfaction for all sites except on the Ochsner Lafayette General Orthopedic Hospital site for question number 20. In addition, the overall means for the three questions exceed the national mean for all sites except the hospital site given the 5.00 on question 20. Given that, the hospital site's scores should be approached with caution given that the sample parameter likely does not reflect the population parameter at the hospital given the low $n = 3$.

Given that the observed rating of $6.377 >$ the national benchmark $= 6.130$ (and 6.00), this objective is met.

Attached Files

[RNL Site 2025-Admissions.pdf](#)

Section 4: Improvement Plan/ Changes Made:

One improvement is to increase the participation of the Ochsner Lafayette General Orthopedic Hospital students. The Director of IE and Accreditation has placed a note on his calendar to discuss this with Student Affairs for the end of February 2026.

The partnerships with LSU, ULL, and LSU Online will result in an increase of our transfer out students to attain at minimum a certificate at LSUE with the long-term goal of earning a bachelor's degree.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 24-25 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

Progress: Ongoing

ADRE 24-25 Increase Unduplicated enrollment headcount

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Admissions

Section 1: Objective With Intended Outcomes:

Enrollment Management seeks to increase overall enrollment at LSUE and its various sites for fall 2025

Note that this objective runs a year behind due to reporting requirements.

Section 2: Assessment/Evaluation/Measures/Strategies:

Target for this enrollment increase is to have an enrollment higher than the Fall 2023 enrollment = 3,623 students. Meeting or exceeding 3,623 would be considered success. Data for this objective comes from Institutional Research (see the left side data at the bottom of the PDF below).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the Distribution of All Registered Students was downloaded on May 2, 2025. It showed that overall enrollment for fall 2023 was 3,623 students while overall enrollment for fall 2024 was 3,591. The numbers at the top show that enrollment increased for new students, transfer students, and continuing students. However, enrollment decreased in reentry students and preparatory students (dual enrollment) (see item highlighted at the top of the report).

Given that the observed value of 3,591 students < the benchmark of 3,623 students, this objective is not met.

Attached Files

[Fall 2024 Enrollment Summary.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the decrease and changes in state procedures with dual enrollment, the Director of Institutional Effectiveness and Accreditation recommends using a historical average for a benchmark.

Expand partnerships with LSU and ULL referrals who were denied admission to those schools. Work with LSU Online is promoting the Certificate in General Studies as a pathway to transfer to four-year institutions. Identify schools that we are not currently in contracts with for dual enrolled/academy students. Retention of existing students as new more, effective communications are presented.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 24-25 Increase overall Unduplicated enrollment headcount

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

Progress: Ongoing

Student Affairs

Financial Aid

FIAD 24-25 Financial Aid Awards

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Section 1: 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.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Use of RNL Survey results from question number 5 will be used to assess financial aid award satisfaction:

#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

A simple historical mean is calculated to determine a lower boundary for the benchmark (shown below). Note that a simple mean was calculated due to the fact that the n for each year is usually in the 45,000 to 60,000 range.

- 2016-2017 = 5.40
- 2017-2018 = 5.42
- 2018-2019 = 5.41
- 2019-2020 = 5.41
- 2020-2021 = 5.84
- 2021-2022 = 5.66
- 2022-2023 = 5.77
- 2023-2024 = 5.90
- 2024-2025 = 5.91
- $\bar{X}_{\text{simple national mean}} = 5.636$

The objective will be met by meeting or exceeding the simple historical national mean of 5.636 as shown or "satisfied" = 6.00.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met, and the decision was to monitor the results into AY 2024-2025.

For AY 2024-2025, 221 (6.7%) of the 3,293 students registered on the census day for the spring semester completed the RNL survey. The results by site were:

- $\bar{X}_{\text{overall}} = 5.47$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.29$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled for spring 2025.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.43$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 5.59$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 3.33$, $n = 3$.

Answers to this question on the RNL Survey indicate that students tended to be somewhat satisfied to satisfied as shown by the 5.47 rating. LSUE face-to-face students were somewhat satisfied at 5.29; the same for online students at 5.59. Dual enrollment students were satisfied by the way in which aid was awarded, meaning payment from their local school district or the state. Students at the Ochsner Lafayette General Orthopedic Hospital (face-to-face site) site were somewhat dissatisfied to neutral; however, the $n = 3$ makes interpretation difficult given that the sample parameter may not reflect the population parameter.

Given that the observed rating of $5.29 < \text{the historical national mean} = 5.636$ and "agree" at 6.00, this objective is not met.

Attached Files

[RNL Site 2025-FAAwards.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the implementation of Workday, it allows for detailed descriptions for task and action items to further guide and assist students and parents through the financial aid process. There is also a communication plan that notifies a student of any changes that occur with their financial aid award in a timelier fashion.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 24-25 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 Progress: Ongoing

FIAD 24-25 Financial Aid Resources

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Section 1: Objective With Intended Outcomes:

The institution will help students identify resources to finance their education.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

RNL Survey results from question number 23 will be used to assess this outcome. #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

A simple historical mean is calculated (given below) in order to generate a lower boundary for the benchmark. Note that a simple mean was calculated due to the fact that the n for each year is usually in the 45,000-60,000 range.

- 2016-2017 = 5.40
- 2017-2018 = 5.45
- 2018-2019 = 5.47
- 2019-2020 = 5.57
- 2020-2021 = 5.81
- 2022-2023 = 5.80
- 2023-2024 = 5.96
- 2024-2025 = 5.99
- $\bar{X}_{\text{simple national mean}} = 5.681$

Text The objective will be met by meeting or exceeding the historical national mean = 5.681 or meeting or exceeding "satisfied" = 6.00.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see Financial Aid Resources pdf below). The ratings by site for question #23 are as follows:

- $\bar{X}_{\text{overall}} = 5.99$, n = 221.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.95$, n = 85.

- $\bar{X}_{LSUA \text{ face-to-face}} = --$, $n = 0$. No students enrolled in spring 2025
- $\bar{X}_{\text{high school dual enrollment sites} < 50\% \text{ of a program}} = 6.62$, $n = 19$.
- $\bar{X}_8 \text{ \& 16-week online} = 5.95$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 3.00$, $n = 3$.

Overall results show a mean of 5.99; this is somewhat confirmed by the online students at 5.95. As shown, high school dual enrollment (many of which are not eligible for financial aid) rated the question as 6.62. indicated that they were more than satisfied. The three students at the Ochsner Lafayette General Orthopedic Hospital (face-to-face site) rated the question as 3.00. As noted previously in another outcome, the parameter's results for the hospital site sample may not be representative of the population parameter.

Because the observed overall rating of $5.95 >$ the historical simple mean of 5.681; this objective is met.

Attached Files

[RNL Site 2025-FAResources.pdf](#)

Section 4: Improvement Plan/ Changes Made:

One improvement is to increase the participation of the Ochsner Lafayette General Orthopedic Hospital students. The Director of IE and Accreditation has placed a note on his calendar to discuss this with Student Affairs for the end of February 2026.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 24-25 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

FIAD 24-25 Financial Aid-Scholarships

Objective Number: 1.3
Start: 11/1/2024
End: 10/31/2025
Progress: Canceled
Provided By: Financial Aid

Section 1: Objective With Intended Outcomes:

High school and continuing students who achieve academic excellence will be eligible to receive and invited to apply for scholarships.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

 For AY 2024-2025, this objective is cancelled because it is a holdover from a former Dean of Students. While Scholarships are important, the staff felt that it was unrealistic to continually see increases in scholarships at a meeting on September 4, 2025.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 24-25 Provide financial resources for eligible students in support of their educational/career goals.
 Goal Number: 1
 Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

FIAD 24-25 Financial Aid Counseling-Student Satisfaction

Objective Number: 1.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid

Section 1: Objective With Intended Outcomes:

Students will be satisfied with financial aid counseling.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),

- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The results from question 15 from the RNL Student Satisfaction Survey will be used to assess student opinions on counseling. The question is: #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

A historical is calculated over several years in order to generate a lower boundary (see below).

- 2016-2017 = 5.66
- 2017-2018 = 5.69
- 2018-2019 = 5.72
- 2019-2020 = 5.81
- 2020-2021 = 6.08
- 2021-2022 = 5.95
- 2022-2023 = 6.03
- 2023-2024 = 6.15
- 2024-2025 = 6.18
- $\bar{X}_{\text{simple historical mean}} = 5.919$

Note that the simple mean is used because the n for each year is typically > 45,000+ students.

Meeting objective will be either meeting or exceeding the simple historical mean = 5.919 or the value for "satisfied" = 6.00.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students enrolled in the spring semester completed the survey. The ratings for question 15 were as follows for the various sites:

- $\bar{X}_{\text{overall}} = 6.17$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.09$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2025.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.50$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.19$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 4.00$, $n = 3$.

As the data indicates, students at all sites rated the question as satisfied or higher with the exception of the Ochsner Lafayette General Orthopedic Hospital (face-to-face) site. As noted in prior objectives, the $n = 3$ may not approximate the population parameter.

Given that the observed rating of $6.17 >$ the simple historical mean $= 5.919$ and the 6.00 for satisfied, this objective is met.

Attached Files

[RNL Site 2025-FAConsulting.pdf](#)

Section 4: Improvement Plan/ Changes Made:

One improvement is to increase the participation of the Ochsner Lafayette General Orthopedic Hospital students. The Director of IE and Accreditation has placed a note on his calendar to discuss this with Student Affairs for the end of February 2026.

The Director of Financial Aid also suggested meeting with students/parents at orientation.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 24-25 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Financial Aid
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

Recruitment and Outreach

ADRE 24-25 Bengal Day

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Recruitment and Outreach

Section 1: Objective With Intended Outcomes:

Prospective students will indicate that they are more likely to enroll at LSU Eunice after having attended Bengal Day today.

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was partially met due to a low n.

For AY 2024-2025, data was provided for one Bengal Day during spring 2024; no data was provided for fall 2024. The spring 2024 data contained the survey for 37 students. Of the 37 students from fall 2024, 28 (75.7%) of them responded with "more likely to attend". (See Bengal Day Student Survey 2024 in section 4).

Given that the observed value of 75.7% > the 75.0%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

The absence of Fall 2024 data was due to a QR Code technical error discovered after the Bengal Day event. This will be remedied with new survey software and survey administration. Also, in order to increase the number of respondents, survey completion will be required before dismissal per attached Bengal Day spring 2024 agenda. Lastly, for Spring 2024 survey there were 37 respondents/students instead of 39. One respondent's results were not included for item 11, which measured the objective. From those 37, 28 indicated more likely to attend for a 76% result.

Attached Files

[Bengal Day Agenda March 2024 \(3\).pdf](#)

[BENGAL DAY STUDENT SURVEY 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 24-25 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

Progress: Ongoing

ADRE 24-25 Student Satisfaction with Orientation

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Recruitment and Outreach

Section 1: Objective With Intended Outcomes:

Students will be satisfied with orientation.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 an LSU Eunice site-based question. As a result, the benchmark is greater than or equal to "satisfied" = 6.00 or greater than or equal to the weighted means since the question was first asked in spring 2014 = 6.034. (see 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
2022-2023	6.38	419
2023-2024	6.46	249
Weighted Mean	6.034	4059

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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). Satisfaction on question 42 was as follows:

- Overall $\bar{x}$ = 6.44, n = 221
- LSU Eunice face-to-face site $\bar{x}$ = 6.23, n = 85
- LSU Alexandria face-to-face site $\bar{x}$ = --, n = 0 no students enrolled at the site

- Dual enrollment sites < 50% of a program $\bar{x} = 6.60$, $n = 19$
- Online $\bar{x} = 6.64$, $n = 105$
- Ochsner Lafayette General Orthopedic Hospital site $\bar{x} = 5.00$, $n = 3$

As noted in the data, all sites exceeded the 6.00 and the 6.034 with the exception of the Ochsner Lafayette General Orthopedic Hospital (face-to-face) site. Online students rated their orientation experience the highest with Dual Enrollment students being the next highest and then the LSU Eunice face-to-face site. With an $n = 3$ at the hospital site, there is not much discussion because the sample parameter most likely does not represent the population parameter given such a small n .

Given that the observed rating of $6.44 >$ the historical benchmark $= 6.034$ and the "satisfied" $= 6.00$, this objective is met.

Attached Files

[RNL Site 2025-Orientation.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness and Accreditation suggests that the sample size should be larger in order to obtain larger n 's from the individual sites.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 24-25 Provide orientation for new students to acquaint themselves with the university

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Recruitment and Outreach

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Residential Life

RL 24-25 Maximize In-Room Occupancy

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Residential Life

Section 1: Objective With Intended Outcomes:

The maximum number of available bed spaces will be occupied with students marked as "in-room" by the specified date.

Section 2: 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.

Table 1. Housing Occupancy at Bengal Village for the Given Years			
Fall	Occupied as of September 10	Total	Percent
2018	210	212	99.06
2019	212	212	100.00
2020	205	212	96.70
2021	210	212	99.06
2022	210	212	99.06
2023	210	212	99.06
Overall	1257	1272	98.82

The five-year average occupancy was 98.82%. The 98.82% will be used as the target benchmark from which future planning will be based.

Note that the benchmark varying based on historical values was a holdover from a former Dean of Students. After a discussion on September 4, 2025, between the new Dean of Students and the Director of Housing and Residence Education, it was decided to set the benchmark to 90% rather than fluctuate based on historical values.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met. The housing director reported that 210 (99.06%) out of 212 beds were occupied on September 10, 2023.

For AY 2024-2025, the housing director reported that 211 (99.50%) out of 212 beds were occupied on September 10, 2024.

Given that the observed value of 99.50% > the historical benchmark of 98.82%, this objective is met.

Attached Files

[OccupancyReport 9.10.2024 .pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE intends on discussing this objective with the new Dean of Student Affairs because this objective will reach a point where it may not be met given the current rates of occupancy.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RL 24-25 Housing Occupancy

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Residential Life

Budget Information: Not applicable

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

Progress: Ongoing

RL 24-25 Maximize Resident Satisfaction with Housing

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Residential Life

Section 1: Objective With Intended Outcomes:

Residents will be satisfied with their experiences living on campus in student housing.

Section 2: 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

Surveys are disseminated during the spring semester as our standard housing contract is for the entire academic year (August-May), making the most effective time to gather student satisfaction data near the end of the contract term.

Table 1. Student Satisfaction with Bengal Village for the Given Years

Spring	Mean	n	Notes
2018	3.44	43	
2019	3.31	58	
2020			Not Administered
2021	4.08	51	
2022	4.18	65	
2023			Not Administered
Weighted Mean	3.78	217	

Success for this objective will be for respondents to indicate a mean score greater than or equal to weighted mean shown in Table 1 of 3.78.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the survey was sent out to the students in March and a total of 39 students responded (see file below). The mean of the scores for spring 2024 survey was 3.89.

Because the observed value $3.89 >$ the historical average of 3.78, this objective was met.

Attached Files

[24-25 Housing Survey \(Responses\).pdf](#)

Section 4: Improvement Plan/ Changes Made:

Student ratings were about equal to previous years, and the response rate was higher than the 2023-2024 school year, though lower than previous years. The Housing office will push the marketing of the survey via emails and flyers. Student dissatisfaction seems primarily linked to maintenance concerns. A new maintenance team has been brought on to Bengal Village and a number of repairs to improve energy efficiency, cooling, and pest remediation were completed during the 2025 summer break including replacement of all exterior doors, installation of solar screens on apartment windows, and replacement of all vent covers throughout the complex.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
RL 24-25 Housing Satisfaction

Goal Number: 2
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Residential Life
 Budget Information: Not applicable

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.
 New Number Identifier Field: 2. Student Success
 Progress: Ongoing

Student Activities

SACT 24-25 Student Satisfaction with Campus Activities

Objective Number: 1.1
Start: 11/1/2024
End: 10/31/2025
Progress: Completed
Provided By: Student Activities

Section 1: Objective With Intended Outcomes:

Students at LSU Eunice will be satisfied with the activities presented and the number of activities offered to them.

Section 2: 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,

- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 was established by using the weighted mean for the LSU Eunice overall score from AY 2016-2017 through AY 2023-2024. 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	Question 49	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
2023	6.14	419
2024	6.11	249
Weighted Means	5.885	3438

A target of 5.885 (as established above) or 6.00 (satisfied) is set for AY 2024-2025 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 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 $\bar{x}$ = 6.46 with an n = 221.
- LSUE Site $\bar{x}$ = 6.37 with an n = 85
- LSUA Site $\bar{x}$ = -- with an n = 0 (no students for AY 2024-2025)
- Dual enrollment $\bar{x}$ = 6.40 with an n = 19
- Online students $\bar{x}$ = 6.69 with an n = 109, and
- Ochsner Lafayette General $\bar{x}$ = 3.00 with an n = 3.

The data for each site suggests that all students completing the survey were satisfied (LSUE face-to-face site, dual enrollment, and online) with ratings > than 6.00.

Given that the observed mean score of 6.11 > the mean benchmark of 6.00 (satisfied) and 5.87 (historical), this objective is met. The three students at the Ochsner Lafayette General Orthopedic Hospital (face-to-face) site rated the question at 3.00 or somewhat dissatisfied keeping in mind that the n = 3 does not normalize the data enough to make any generalizations.

Given that the observed rating of 6.46 > the historical value of 5.885 and 6.00 (satisfied), this objective is met.

Attached Files

[RNL Site 2025-Campus Activities.pdf](#)

Section 4: Improvement Plan/ Changes Made:

One improvement is to increase the participation of the Ochsner Lafayette General Orthopedic Hospital students. The Director of IE and Accreditation has placed a note on his calendar to discuss this with Student Affairs for the end of February 2026.

Another plan is to assist current and prospective student organizations with promotion and programming.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

SACT 24-25 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Activities

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

SACT 24-25 Activities are interactive and allow students to participate

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Activities

Section 1: Objective With Intended Outcomes:

Students will indicate that student activities at LSU Eunice are interactive and allow them to participate.

Section 2: Assessment/Evaluation/Measures/Strategies:

New Methodology

The Ruffalo Noel-Levitz (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Use of RNL Survey results from question number 46 will be used to assess this objective:

#5. LSUE hosts campus events and activities that are interactive and allow me to participate.

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

The tentative benchmark is set at greater than or equal to 6.00 for this objective is met. As noted above, the 6.00 is "satisfied". As this is a local item, there is no national average.

Old Methodology (that will be deleted in AY 2025-2026)

The practice of giving surveys out after an event was discontinued effective AY 2024-2025.

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
- AY 2021-2022: n = 87 with 57 (65.51%) responding Agree or Strongly Agree
- AY 2022-2023: The survey was delayed due to accreditation.
- 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

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to vacancies.

For AY 2024-2025, the new methodology of using the Ruffalo Noel Levitz Student Satisfaction survey was used instead of giving out after an event. A total of 221 (6.7%) of the 3,293 students registered on the census day for the spring semester completed the RNL survey. The results by site were:

- $\bar{X}_{\text{overall}} = 6.48$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.54$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled for spring 2025.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.00$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.52$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.00$, $n = 3$.

Answers to this question on the RNL Survey indicate that students tended to be satisfied as shown by the 6.54 rating. LSUE face-to-face students were satisfied to very satisfied at 6.54; the same for online students at 6.52. Dual enrollment students were satisfied by the campus activities at 6.00 and students at the Ochsner Lafayette General Orthopedic Hospital (face-to-face site) were the same; however, the $n = 3$ makes interpretation difficult given that the sample parameter may not reflect the population parameter.

Given that the observed rating of $6.48 >$ the tentative benchmark $= 6.00$ and "agree", this objective is met.

Attached Files

[RNL Site 2025-StudentActivities.pdf](#)
[Campus Activities Board 24-25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The improvement plan was actually made for AY 2024-2025 using the RNL survey. For AY 2025-2026, it is recommended that we monitor as this was the first year of the changed methodology.

Another plan is to assist current and prospective student organizations with promotion and programming.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

SACT 24-25 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Activities

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

Student Conduct

STCO 24-25 Timely Conduct Case Adjudication

Objective Number: 1.1

Start:11/1/2024

End:10/31/2025

Progress: Canceled

Provided By: Student Conduct

Section 1: Objective With Intended Outcomes:

Conduct cases will be closed out in a timely manner.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to the Dean's position being vacant.

For AY 2024-2025, this objective was cancelled by the new Dean of Students. The objective was actually a holdover from a former Dean.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STCO 24-25 Timely Case Adjudication

Goal Number :1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Student Conduct

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

STCO 24-25 Timely Student of Concern Case Adjudication

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Student Conduct

Section 1: Objective With Intended Outcomes:

Student of concern cases will be adjudicated in a timely manner.

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to the Dean's position being vacant.

For AY 2024-2025, this objective was cancelled by the new Dean of Students. The objective was actually a holdover from a former Dean.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STCO 24-25 Timely Case Adjudication

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Student Conduct

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

Workforce Innovation & Continuing Education

WFCE 24-25 Increase enrollment.

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Workforce Innovation & Continuing Education

Section 1: Objective With Intended Outcomes:

The department of Workforce Innovation and Continuing Education seeks to increase enrollment for Industry-based credentials and leisure learning courses.

Section 2: Assessment/Evaluation/Measures/Strategies:

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was inconclusive because there was no benchmark.

For AY 2024-2025, a total of 109 students enrolled in the department's offered on-credit courses. These students enrolled under normal enrollment circumstances and will establish the benchmark for AY 2024-2025.

Section 4: Improvement Plan/ Changes Made:

Develop and implement a marketing plan that supports the college's strategic goals, including outreach through job fairs and on-site presentations in surrounding high schools to inform future potential students of course offerings. Market continuing education programs and upcoming on-site career training and courses through social media platforms, signage and personal contact.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

WFCE 24-25 The Office of Continuing Education will offer non-credit programs and classes based on community needs.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

WFCE 24-25 Leisure Learning courses or programs will meet the community's needs/interests.

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Workforce Innovation & Continuing Education

Section 1: Objective With Intended Outcomes:

Respondents to post-event surveys will strongly agree or disagree to the statement that the Leisure Learning course or program met their needs/interests. This is question one on the survey given out at the end of the class.

Section 2: Assessment/Evaluation/Measures/Strategies:

Ninety percent of respondents will 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 2024-2025, participants at leisure learning 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:

- Very Likely
- Somewhat likely
- Not sure

- Somewhat likely
- Very unlikely

A place for comments also exists (see attached pdf). The survey is available in both electronic and paper form.

Attached Files

[Course Evaluation Form 2024.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, this objective was met with over 96% of respondents indicating that they strongly agreed or agreed that the course or program met their needs or interests. Of the 28 total responses received from participants, 27 of them strongly agreed or agreed that the course or program met their needs or interests.

Given the observed score of 96% > the benchmark of 90%, this outcome is met.

Attached Files

[Course Evaluation Response 4.pdf](#)

[Course Evaluation Response 3.pdf](#)

[Course Evaluation Response 2.pdf](#)

[Course Evaluation Response 1.pdf](#)

[Leisure Learning Evaluation Response 1.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Use surveys and performance data to evaluate programs and make continuous improvements. Collaborate with advisory boards, local employers, hospitals, casinos, and other businesses to align continuing education offerings with job market needs.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

WFCE 24-25 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Workforce Innovation & Continuing Education

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Career Services

CARSE 24-25 Student Satisfaction with Career Services

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Career Services

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the career services available at LSU Eunice.

Section 2: 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 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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

Successfully meeting this objective will be determined by meeting or exceeding the national average that varies from year to year (see the Career Services NL-Sequential Site PDF in section 3) or an overall rating of at least 6.00 (satisfied). For the current academic year, the national mean = 6.08 with an n = 48,015 students)

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was met.

For AY 2024-2025, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 221 (6.7%) of the 3,293 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):

- $\bar{x}_{\text{overall}} = 6.18$, n = 221.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.05$, n = 85.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, n = 0. No students enrolled in spring 2024.

- $\bar{X}$ high school dual enrollment sites < 50% of a program = 6.31, n = 19.
- $\bar{X}$ 8 & 16-week online = 6.27, n = 106.
- $\bar{X}$ Ochsner Lafayette General Orthopedic Hospital = 4.67, n = 3.

As indicated, students at all sites except the LSU Eunice face-to-face site exceeded the benchmark of 6.08; however, scores greater than or equal to 6.00 indicate that students were satisfied.

Given that the overall observed score of 6.18 > the national average of 6.08 and 6.00 (satisfied), this objective is met.

Attached Files

[NL-SequentialSite-Career.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Career Services main webpage will be restructured to enhance students' experience and accessibility by offering more applicable resources that will help students throughout the search for gainful employment, by streamlining the job and resume posting experience for students and employers seeking to hire, and by promoting a wider variety of career workshops and seminars on campus.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CARSE 24-25 Student Satisfaction with Career Services

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Career Services

Budget Information: None (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

Achieving the Dream

ATD 24-25 Complete Grant Extension Tasks with Achieving the Dream

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Achieving the Dream

Section 1: Objective With Intended Outcomes:

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

Section 2: Assessment/Evaluation/Measures/Strategies:

The strategies included completing the following:

1. two coach visits,
2. setting and assessing priority goals,
3. the required digital skills layout by program and their assessment,
4. writing up the digital skills document in May,
5. completing the strategic communications template,
6. complete the annual reflection.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

1. The two coach visits were completed - one in October 2024 (see file 1a below) and one in April 2025. The April 2025 visit summary was not shared with the Executive Director of IE and Accreditation.
2. Set priority goals for AY 2024-2025 (see file 2a below) and the completed assessments (see file 2b below).
3. Complete the articulation of the required digital skills by program (see file 3a below) and their assessment (see file 3b below).
4. The digital skills were written up; the report was accepted by the committee.
5. The strategic communications template was written and accepted by ATD (see file 4a below) and accepted by ATD (see file 4b below).
6. Completed the Annual Reflection (see file 5 below).

Given that the results were completed on time, this objective is met.

Attached Files

- [1a LSU-Eunice Letter to President October 2024.pdf](#)
- [2a 2024-10-28 Final ATD Priority Goals.pdf](#)
- [4a ATD Communications Plan.pdf](#)
- [4b ATD SC Document Response.pdf](#)
- [3a 2024-10-18 FINAL Digital Skills All Programs.pdf](#)
- [5 2025-04-30 FINAL LSUE ATD 2025 Annual Reflection.pdf](#)
- [2b 2025-09-11 ATD Priority Goals Write Up.pdf](#)
- [3b 2025-09-09-DLS-24-25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Unless LSU Eunice receives additional grants or a Leader College Designation, all work with Achieving the Dream is complete.

The Executive Director for Institutional Effectiveness and Accreditation is attending the Data Summit in Maryland at the end of September 2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATD 24-25 Complete Grant Extension Tasks for the Achieving the Dream Grant

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Achieving the Dream

Budget Information: Grant funded by Achieving the Dream \$244,000

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Athletics

ATHL 24-25 Grade Point Average

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Athletics

Section 1: Objective With Intended Outcomes:

LSUE athletic teams (women's basketball, women's softball, men's baseball, women's soccer, men's soccer) will attain the GPA established by the Athletic Director.

Section 2: 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 2023-2024, the team GPAs were:

- Women's Softball - 3.22
- Men's Baseball - 3.36
- Women's Basketball - 2.42
- Women's Soccer - 2.93
- Men's Soccer - 3.01

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the GPAs were:

- Women's Softball - 3.53
- Men's Baseball - 3.37
- Women's Basketball - 2.73
- Women's Soccer - 3.23
- Men's Soccer - 3.27

- The Women's Softball Team, Men's Baseball Team, Women's Soccer Team, and Men's Soccer Team achieved the National Junior College Athletic Association (NJCAA) Academic Team of the Year Award.

The overall GPA of the Athletic Department was 3.28.

Since the overall observed value of 3.28 > the benchmark of 2.50, Objective 1.1 was met.

Attached Files

[2024-2025 Softball Team GPA O&A.pdf](#)

[2024-2025 Baseball Team GPA O&A.pdf](#)

[2024-2025 Women's Basketball Team GPA O&A.pdf](#)

[2024-2025 Men's Soccer Team GPA O&A.pdf](#)

[2024-2025 Women's Soccer Team GPA O&A.pdf](#)

Section 4: Improvement Plan/ Changes Made:

A focus on tutoring and study halls will continue.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATHL 24-25 To support academic achievement of student athletes using grade point average

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ATHL 24-25 Maintain a winning percentage

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Athletics

Section 1: Objective With Intended Outcomes:

LSUE athletic teams will achieve a winning percentage as established by the Athletic Director.

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025,

- Softball Program finished with a 40-12 record and a 76.9% winning percentage.
- Baseball Program finished with a 53-5 record and a 91.4% winning percentage.
- Women's Basketball Program finished with a 20-11 record and a 64.5% winning percentage.
- Women's Soccer Program finished with an 8-4-1 record and a 65.4% winning percentage.
- Men's Soccer Program finished with a 10-6-1 record and a 61.7% winning percentage.
- The overall record of the Athletic Department was 131-38-2 for a 76.7% winning percentage.
- Since the observed 76.7% > the benchmark of 60%, Objective was met.

Section 4: Improvement Plan/ Changes Made:

None provided.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATHL 24-25 To be successful on the field of play.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Business Affairs

Bookstore

BOOK 24-25 Bookstore-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Bookstore

Section 1: Objective With Intended Outcomes:

Faculty will agree that the campus bookstore adequately meets the needs of their students.

Section 2: 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with an improvement plan placed in the AY 2023-2024 report.

For AY 2024-2025, a total of 25 (37.3%) of the 67 eligible faculty responded to the spring faculty survey. For the bookstore question 30, the result was $\bar{x}_{30} = 3.3$ improving to some degree from 2.5 in spring 2024 (see the spring 2025 survey results attached). Given that, the 3.3 is almost 0.71 of a point below the weighted mean over the period studied in the longitudinal report (see 2025 Longitudinal Report attached).

Given that the observed value of $3.5 <$ the benchmark for agreeable of 4.00, this objective is not met.

Attached Files

[2025 Faculty Survey-Bookstore.pdf](#)

[2025 Longitudinal Faculty-Bookstore.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSU Eunice Bookstore management has reviewed the survey results. Plans to increase communication between bookstore staff/management to provide clear adoption timelines and policies and implement better order verification processes. By enhancing communication, simplifying processes, and building stronger faculty relationships, the bookstore will improve satisfaction and help ensure students receive timely, affordable access to course materials. Semester evaluations will be done at the end of every semester to determine the overall feel of faculty satisfaction.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

BOOK 24-25 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: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Bookstore
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 3. Partnerships
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

BOOK 24-25 Bookstore-Student Satisfaction

Objective Number: 1.2
Start: 11/1/2024
End: 10/31/2025
Progress: Completed
Provided By: Bookstore

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the bookstore.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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 the current AY, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 or 6.00 or higher because there is no national average for the local question.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see Bookstore... pdf below). The ratings by site for question #44 are as follows:

- $\bar{X}_{\text{overall}} = 6.01$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.15$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.31$, $n = 19$.
- $\bar{X}_{\text{8 & 16-week online}} = 5.88$, $n = 106$

- $\bar{X}$ Ochsner Lafayette General Orthopedic Hospital = 3.67, n = 3.

As noted in the data, the overall rating met the benchmark of 6.00. The exceptions were online at 5.88 approaching satisfaction and the hospital site at 3.67 between somewhat dissatisfied and neutral. Even with an n of 3 whereby the sample statistic may not be reflective of the population statistic, the 3.67 suggests a possible issue between the bookstore and the hospital site.

Given that the observed rating of 6.01 > the satisfied benchmark of 6.00, this objective is met.

Attached Files

[RNL Site 2025-Bookstore.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the improvement of the rating and the objective being met, it is the recommendation of the Associate Vice Chancellor of Business Affairs to monitor into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

BOOK 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Bookstore

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Cafeteria

CAFE 24-25 Food Service-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with LSU Eunice Dining (Cafeteria).

Section 2: 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 (please choose n/a if you do not eat at the cafeteria)" 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)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 25 (37.3%) of the 67 eligible faculty completed the spring 2025 survey yielding a score of 4.5 on question eight with twelve choosing n/a because they do not eat at the cafeteria (see pdf below). The 4.5 is an increase from the 4.1 from spring 2024 and was above the 12-year longitudinal weighted mean of 3.87. The longitudinal data also shows that the 4.5 was the highest rating over the 12-year time period.

Given the observed value of 4.5 > the benchmark of 4.0, this objective is met. This cycle is only the third time that the objective was met since spring 2015.

Attached Files

[2025 Faculty Survey-Food Service.pdf](#)

[2025 Longitudinal Faculty-Food Service.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the increased rating and the fact that the objective was met, the Associate Vice Chancellor for Business Affairs recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CAFE 24-25 To provide a high-quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CAFE 24-25 Food Service-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Section 1: Objective With Intended Outcomes:

Staff will be satisfied with LSU Eunice Dining (Cafeteria).

Section 2: Assessment/Evaluation/Measures/Strategies:

Benchmark is agreeable (4.0) or higher. The Staff Survey will be administered during the Spring semester. Question 26 "The cafeteria at LSUE is satisfactory (please choose N/A if you do not eat at the cafeteria)" 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)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 28 (36.8%) of the 76 eligible staff completed the spring survey yielding a score of 4.3 on question 26 with six choosing n/a indicating that they do not eat in the cafeteria (see pdf below). The rating of 4.3 is a slight improvement from the 4.2 from spring 2024 and the 4.1 from spring 2023 (see the longitudinal staff report below). The current rating is also above the weighted mean of 3.87. After the spring 2022 survey, the LSU Eunice administration noted that there were quite a few undecided choices and suspected that the undecided were not using the cafeteria. This assumption was apparently correct.

Given the observed value of 4.3 > the benchmark of 4.0, this objective is met.

Attached Files

[2025 Staff Survey-Food Service.pdf](#)

[2025 Longitudinal Staff-Food Service.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the rating continues to improve and that the current rating is above the 12-year longitudinal weighted mean, Associate Vice Chancellor for Business Affairs recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CAFE 24-25 To provide a high-quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

CAFE 24-25 Food Service-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the cafeteria.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Student satisfaction will be determined using question 50: 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

Because #50 is a local question, there is no national comparison. As a result, the rating of meeting or exceeding "satisfied" or 6.00 will be considered as meeting this objective.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, A total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Cafeteria RNL... pdf below). The ratings by site for question #50 are as follows:

- $\bar{X}_{\text{overall}} = 6.16$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.92$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.44$, $n = 19$.
- $\bar{X}_{8 \text{ \& } 16\text{-week online}} = 6.57$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.50$, $n = 3$.

Please consider that most high school dual enrollment sites, online, or hospital students are not at LSUE site and therefore likely eat at their own locations. Given those assumptions, the results indicate satisfaction in most cases. The LSUE face-to-face site at 5.92 is approaching satisfaction; this value may be the result of delays in serving during peak times due to running out of food.

Given that the observed rating of 6.16 > the benchmark of "satisfied" or 6.00, this objective is met.

Attached Files

[RNL Site 2025-Cafeteria.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the improvement from the last survey, the Associate Vice Chancellor of Business Affairs recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CAFE 24-25 To provide a high-quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success
New Number Identifier Field: 3. Partnerships
New Number Identifier Field: 4. Improvement
Progress: Ongoing

Finance

FINA 24-25 Budget Preparation

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Section 1: Objective With Intended Outcomes:

The FY 2023-2024 budget will be prepared by the LSU System deadline date with input from campus constituencies.

Section 2: Assessment/Evaluation/Measures/Strategies:

A memorandum from the LSU System Office will provide budget instructions and deadline date (see pdf file below).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, The memo was sent to the system office. As a result, this outcome was met.

Attached Files

[LOBA MemoFY26 OC.pdf](#)

[Requested Budget Memo - FY25-26.pdf](#)

[FY25-26 BOR 1.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the objectives being met, the Associate Vice Chancellor of Business Affairs will continue to monitor into the next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FINA 24-25 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FINA 24-25 Budget Review-Faculty

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with their involvement in the campus wide budget review process.

Section 2: 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: I am satisfied with faculty involvement in the campus-wide budget review process.

The choices on the faculty survey are

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree
- n/a = not applicable

Given that this objective was not met recently, it was decided that an average of the historical ratings be used for the benchmark for 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
2023	2.4	23
2024	1.7	31
weighted means	3.00	289

A mean rating greater than or equal to 3.00 will be considered as meeting this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, there were 25 (37.3%) of the eligible 67 faculty members responding to the spring 2025 survey yielding a 2.6 on question 40 with one responding n/a (see the Faculty Survey pdf below). 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 with the results from spring 2023 and 2024 both below the weighted means of 2.94 for #40 on the longitudinal data (see the longitudinal data file below). The same is true of the 2025 results in that the rating of 2.6, while better, is still below the weighted mean of 2.97 (see Table 1).

Given that the observed value of $2.6 <$ the historical value since spring 2013 of 2.97, this objective is not met.

Attached Files

[2025 Faculty Survey-Budget Review.pdf](#)

[2025 Longitudinal Faculty-Budget Review.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The re-establishment of the budget committee was delayed due to the implementation of the new Workday system and unforeseen challenges encountered throughout the year. The committee is expected to be reconstructed at the beginning of the spring 2026 semester. In the interim, meetings were held with all deans and department heads to review budgets, with each incorporating feedback gathered from their respective departments.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FINA 24-25 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FINA 24-25 Budget Control

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Section 1: Objective With Intended Outcomes:

Total expenditures for the university will not exceed total revenues in the unrestricted budget.

Section 2: Assessment/Evaluation/Measures/Strategies:

At 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, LSUE ended the 2024-2025 fiscal year with an excess of \$573,943.75 in revenues over expenditures.

As a result, this outcome is met.

Attached Files

[Journal Entry to Restricted Revenue in Excess of Expenditures.pdf](#)

[LSUE UR Balancing.pdf](#)

[2025.07.21 E FD100 Over - Trial Balance.pdf](#)

Section 4: Improvement Plan/ Changes Made:

No improvement plan needed at this time. The Associate Vice Chancellor of Business Affairs will continue to monitor into the next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FINA 24-25 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Finance

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Human Resources

HR 24-25 Search, Hire, Onboarding Processes

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Section 1: Objective With Intended Outcomes:

LSU Eunice Human Resources Management will improve the search, hire, and onboarding process.

Section 2: 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
2. Establish consistent hiring procedures
3. Improve New Employee Onboarding Experience
 - a. Removal of unnecessary physical forms
 - b. Create employee orientation
 - c. Promote Bengal Buddies Program

Note that this list will change from year to year as items are completed. This is considered multi-year project.

Successful completion of this objective is determined by the Manager of Human Resources and will not necessarily demand that all items be completed.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed due to personnel changes.

For AY 2024-2025, this objective is partially complete in that internal approval processes (1a above) and physical form use (3a above) have been and are continually being updated to electronic signatures and approvals, embracing technology. A new set of goals is being developed for FY26 as current manager has been in the position just over a year as of end of FY25.

Because the office completed one or two steps in the objective, this objective is met given that it is a multi-year project.

Section 4: Improvement Plan/ Changes Made:

1. Search and Hire Process
 - a. Develop better communication channels and workflow with departments, especially in regards to process clarity with administrative assistants.
2. Improve employee pre-boarding, on-boarding, and off-boarding.
 - a. Create a consistent system to welcome employees and provide one-on-one mentorship upon their arrival to campus in an effort to improve working knowledge of campus systems and building positive culture.
 - b. Improve use of exit interviews to better tailor/facilitate future offboarding processes.

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.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 24-25 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HR 24-25 Satisfaction with Search and Selection Procedure-Faculty

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with the search and selection process.

Section 2: 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)

The benchmark for meeting this objective will be 4.0 or agreeable.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was not met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, 25 (37.3%) of the 67 eligible faculty responded to question 10 about recruiting and employing qualified faculty in the April 2025 faculty survey yielding a rate of 3.8 (see survey pdf below). This is a rather substantial increase from the 2.5 in spring 2024. The 3.8 is above the longitudinal 12-year weighted mean of 3.70 (see longitudinal PDF file below).

Given that the observed value of 3.8 < the benchmark of 4.0, this objective is not met.

Attached Files

- [2025 Longitudinal Faculty-HR.pdf](#)
- [2025 Faculty Survey-HR.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the dramatic increase from 2.5 in 2024 to 3.8 in spring 2025, the Manager of Human Resources believes that the objective should be monitored into next year. The current manager has been in position for just over one year at the end of FY25. Updates to make the search, hire, and onboarding processes more transparent and focused should help to continue the positive trend towards the goal of 4.0 or higher.

DEPARTMENTAL GOAL-----	RELATED ITEM LEVEL 1
HR 24-25 Maintain an effective Human Resources Department	
Goal Number: 1	
Start: 11/1/2024	

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HR 24-25 Satisfaction with Search and Selection Procedures- Staff

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Section 1: Objective With Intended Outcomes:

Staff will be satisfied with the search and selection process.

Section 2: 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)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was not met with the improvement plan in the AY 2023-2024 report.

For AY 2024-2025, 28 (36.8%) of the 76 staff members responded to the survey sent out in spring. A total of 27 staff responded to question number 7 with one responding n/a. The results indicated a score of 3.8 (see the pdf below). The 3.8 is up from 3.5 for spring 2024. The longitudinal data for staff shows that there has never been complete satisfaction (agree) with these questions since 2014. Given that, the 3.8 is trending in the correct direction given the score is above the longitudinal weighted mean of 3.57.

Given the observed value of 3.8 < the agreeable benchmark of 4.0, this objective is not met.

Attached Files

- [2025 Longitudinal Staff-HR.pdf](#)
- [2025 Staff Survey-HR.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the increase from 3.5 in 2024 to 3.8 in spring 2025, the Manager of Human Resources believes that the objective should be monitored into next year. The current manager has been in position for just over one year at end of FY25. Updates to make the search, hire, and onboarding process more transparent, and more focused should help to continue the positive trend towards the goal of 4.0 or higher.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 24-25 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HR 24-25 Audit Results

Objective Number: 1.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Section 1: Objective With Intended Outcomes:

There will be no findings by auditors on Human Resource procedures and data.

Section 2: Assessment/Evaluation/Measures/Strategies:

Audit results from legislative auditors, internal auditors, and Civil Service auditors will be used to assess this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was partially met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, most of all items reviewed for compliance passed in both LA State Civil Service and Legislative Audit.

Certain items in the State Civil Service (SCS) audit were found out of compliance. Examples: The Affirmative Action Report was created but was not fully signed by the necessary parties before deadline. Also, we had promotion of SCS employee, but the action reporting was submitted two days passed the appropriate deadline. We also had two instances of planning sessions not being completed within the SCS deadline. These discrepancies are partly due to turnover/vacancies in the HR department. Corrective actions were determined and listed out in the final report from SCS.

Two items in the Legislative Audit were found out of compliance in regards to HR. There was an issue with employees not certifying time within the state required timeframe. A second item was lack of formal signed documentation for a campus-wide pay increase although the monies received from the state were specifically for that cause.

For AY 2024-2025, this objective was partially met.

Attached Files

[Compliance Audit--LSUE-Final.pdf](#)
[Audit Report.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Corrective actions for items noted by SCS have been relayed to the HR team. New HR manager and coordinator have opened communication with SCS liaison to obtain training and guidance in effort to meet all regs and expectations.

A new internal procedure requiring monthly certification of time was developed and implemented.

No future pay increases will be processed without proper formal documentation.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 24-25 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HR 24-25 Completion and Approval of Annual Affirmative Action Plan**Objective Number:** 2.1**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Human Resources**Section 1: Objective With Intended Outcomes:**

LSU Eunice HRM will file the year 2021 affirmative action plan by May 30, 2021.

Section 2: Assessment/Evaluation/Measures/Strategies:

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed due to personnel changes.

For AY 2024-2025, while the plan for the time frame being audited was fully created, the HR manager at that time resigned prior to having all signatures required on the final draft. Signatures were acquired by all administration needed except for the HR manager who had resigned, and the final was submitted, but it was considered out of compliance for deadline reasons.

For AY 2024-2025, this objective was partially met.

Attached Files

[2023 Affirmative Action Plan.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Affirmative Action plan will be completed as required by LA State Civil Service within the deadlines posted by SCS.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 HR 24-25 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.
 Goal Number: 2
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Human Resources
 Budget Information: none (existing)

RELATED ITEM LEVEL 2
 24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 3. Partnerships
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

HR 24-25 Annually Provide Training on AA/EEO topics to faculty & staff
Objective Number: 2.2
Start: 11/1/2024
End: 10/31/2025
Progress: Completed
Provided By: Human Resources

Section 1: Objective With Intended Outcomes:

LSU Eunice will annually provide AA/EEO education/training/information at the Faculty-Staff Fall/Spring Workshop.

Section 2: Assessment/Evaluation/Measures/Strategies:

Sexual Harassment and Ethics training completed in compliance with state law for all state employees.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was delayed due to personnel changes.

For AY 2024-2025, employees were offered in-person training during fall and spring convocation weeks. All employees were also offered the training online.

For AY 2024-2025, this objective was met.

Attached Files

[SP25 Convocation Agenda.pdf](#)

[Convocation Agenda Fall 2024.pdf](#)

[invite fall 2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Note: Training for Prevention of Sexual Harassment (Power-Based Violence)/Title IX are under the purview of the Title IX Coordinator, who is not a part of the Human Resources office or Business Affairs department. However, HR works closely with this person to ensure that all employees have the opportunity to participate in Ethics and Preventing Sexual Harassment/Title IX violations in the workplace.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 24-25 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Purchasing

PURCH 24-25 Purchasing- Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Purchasing

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied with the purchasing office.

Section 2: 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met with an improvement plan in the AY 2023-2024 report.

For AY 2024-2025, there were 25 (37.3%) out of the eligible 67 faculty responding to the spring survey (see pdf below). The results for question 41 increased from a 2.9 in spring 2024 to a 3.7 from spring 2025 with seven faculty choosing n/a. The rating of 3.7 is above the longitudinal weighted mean of 3.60 so there was quite of an improvement over the last several years (see the Longitudinal pdf below).

Given that the observed rating of 3.7 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[2025 Faculty Survey-Purchasing.pdf](#)

[2025 Longitudinal Faculty-Purchasing.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Manage of Purchasing recommends monitoring into next year given the dramatic increase in faculty satisfaction (from 2.9 to 3.7).

Purchasing agent made the following comment (which is true: The line of questioning should be changed. Unfortunately, these ratings are geared towards the Purchasing Dept. and not the Purchasing procedures which we all must follow.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

PURCH 24-25 Purchasing- Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Purchasing

Section 1: Objective With Intended Outcomes:

Staff will be satisfied with the purchasing office.

Section 2: Assessment/Evaluation/Measures/Strategies:

Staff satisfaction with Purchasing will be assessed using the spring survey usually administered in April. 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)

The benchmark is 4.00 or agree.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with an improvement plan in the AY 2023-204 report.

For AY 2024-2025, 28 (36.8%) of the 76 staff responded to the spring survey yielding a 3.9 with six staff choosing n/a for question 33 (see pdf below). This mirrors the spring 2024 rating of 3.9 (see the longitudinal data for question 33 pdf attached). The 12-year longitudinal data indicates that the satisfaction was hardly ever at or above 4.0; it also indicates that the 3.9 from 2025 is slightly above the longitudinal weighted mean of 3.82.

Given that the observed value of 3.9 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[2025 Staff Survey-Purchasing.pdf](#)

[2025 Longitudinal Staff-Purchasing.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Manager of Purchasing suggest monitoring given that the rating did not decrease and that it is above the longitudinal weighted mean of 3.82. Satisfaction has been static (i.e. the same) for three years now.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

PURCH 24-25 Purchasing-Audit**Objective Number:** 1.3**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Delayed**Provided By:** Purchasing**Section 1: Objective With Intended Outcomes:**

There will be no findings by auditors on purchasing services and/or procedures.

Section 2: Assessment/Evaluation/Measures/Strategies:

The results of annual state audit will be used to evaluate purchasing services.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed because no state audit was conducted.

For AY 2024-2025, there was no audit; therefore, the results are inconclusive.

Section 4: Improvement Plan/ Changes Made:

Try to meet all procedures to have no findings in an audit when one take place.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Student Accounts

STAC 24-25 Business Affairs Student Accounts-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Accounts

Section 1: Objective With Intended Outcomes:

Faculty will rate their satisfaction with Business Affairs as helpful.

Section 2: 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)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 25 (37.3%) of the eligible 67 faculty responded to the spring survey yielding a 4.2 for question number 42 with one faculty member choosing n/a (see Student Accounts pdf below). The longitudinal data indicates that the ratings are greater than or equal 4.0 for the 12-year period and that the current rating of 4.2 is slightly below the longitudinal weighted mean of 4.22.

Given that the observed score of 4.2 > the benchmark for agreed of 4.0, this objective is met.

Attached Files

[2025 Longitudinal Faculty-Student Accounts.pdf](#)

[2025 Faculty Survey-Student Accounts.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the rating on this objective increased from 2024, the Associate Vice Chancellor for Business Affairs recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STAC 24-25 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

STAC 24-25 Business Affairs Student Accounts-Staff Satisfaction**Objective Number:** 1.2**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Student Accounts**Section 1: Objective With Intended Outcomes:**

Staff will rate their satisfaction with Business Affairs as helpful.

Section 2: 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)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 28 (36.8%) of the 76 staff members responded to the spring survey yielding a 4.2 on question number 35 with no staff members choosing n/a (see staff survey results below). The longitudinal data suggests that the staff has generally been satisfied with the Business Office with

satisfaction increasing slightly over the past several years from 4.0 back to 4.2 for the current year (see the longitudinal report below). The current score of 4.2 is slightly above the longitudinal weighted mean for the 12-year period of 4.12.

Given that the observed score of 4.2 > the established benchmark of agree or 4.0, this objective is met.

Attached Files

[2025 Staff Survey-Student Accounts.pdf](#)

[2025 Longitudinal Staff-Student Accounts.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the objective was met, the Associate Vice Chancellor for Business Affairs recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STAC 24-25 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4 . Improvement

Progress: Ongoing

STAC 24-25 Business Affairs Student Accounts-Student Convenience

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Accounts

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the convenience offered by Business Affairs.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 6.25.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Student Convenience pdf below). The ratings by site for question #23 are as follows:

- $\bar{X}_{\text{overall}} = 6.43$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.19$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.27$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.65$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 5.67$, $n = 3$.

As indicated in the data, most sites agreed that there are convenient ways of paying for tuition and fees. In fact, the overall at 6.43 > both the satisfied at 6.00 and the national average of 6.25. The hospital site students rated the question the lowest; however, it trended toward satisfied at 5.67 keeping in mind that the sample statistic does not necessarily approach the population statistic given an $n = 3$.

Given that the overall observed rating of 6.73 > the national benchmark of 6.25 and the "satisfied" benchmark of 6.00.

Attached Files

[RNL Site 2025-Student Accounts.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the new student information system being implemented, the Associate Vice Chancellor for Business Affairs IE recommends monitoring this objective to 2026 because the new student information is much different than the current system (Jenzabar versus WorkDay Student).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STAC 24-25 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Facility Services

FACL 24-25 Facilities Services-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Section 1: Objective With Intended Outcomes:

Faculty will be satisfied that LSU Eunice building and grounds are well kept.

Section 2: 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 25 (37.3%) out of the 67 eligible faculty completed the April 2025 survey with a result $\bar{x}_{32} = 4.6$ with no faculty members choosing n/a (see file below). In spring 2024, the result was 4.2 so it increased and is above the longitudinal weighted mean of 4.47 (see the longitudinal faculty pdf below).

Given that the observed value of 4.6 > the established benchmark of 4.0, this objective was met.

Attached Files

[2025 Faculty Survey-Facilities.pdf](#)

[2025 Longitudinal Faculty Facilities.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the cost of living to wage ratio, Facility Services faced a shortfall in staffing to meet operational needs. This has impacted Facilities' productivity, employee morale and faculty/staff satisfaction as the customer.

Facilities have since hired three additional Custodians and one Maintenance Repairer. We are working on improving the work environment by addressing pay and adding more employees to our team to satisfactorily meet the needs of our campus.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 24-25 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FACL 24-25 Facilities Services-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Section 1: Objective With Intended Outcomes:

Staff will be satisfied that LSU Eunice building and grounds are well kept.

Section 2: 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 28 (36.8%) of the 76 staff members responded to the April 2025 survey yielding a result of $\bar{x}_{25} = 4.1$ (see the pdf file below). In spring 2024, the result was also 4.4 so the rating slipped a bit and is below the longitudinal weighted mean of 4.40.

Given that the observed value of 4.1 > the established benchmark of 4.0, this objective was met.

Attached Files

[2025 Staff Survey-Facilities.pdf](#)

[2025 Longitudinal Staff-Facilities.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the cost of living to wage ratio, Facility Services faced a shortfall in staffing to meet operational needs. This has impacted Facilities' productivity, employee morale and faculty/staff satisfaction as the customer.

Facilities have since hired three additional Custodians and one Maintenance Repairer. We are working on improving the work environment by addressing pay and adding more employees to our team to satisfactorily meet the needs of our campus.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 24-25 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FACL 24-25 Facilities Services-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Section 1: Objective With Intended Outcomes:

Students will be satisfied with facilities.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

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 = 6.40 or a student rating of "satisfied" (a rating of 6.00 or higher).

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Facilities pdf below). The ratings by site for question #39 are as follows:

- $\bar{X}_{\text{overall}} = 6.50$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.37$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.47$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.67$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.67$, $n = 3$.

As noted in the data, online, dual enrollment, and the hospital students met the national benchmark of 6.40 (and "satisfied" at 6.00). LSUE face-to-face students did not exceed the national survey benchmark but did exceed satisfied or 6.00 rating questions 39 a 6.37.

Given that the overall rating of 6.50 > national benchmark of 6.40 > satisfied or 6.00, this objective is met.

Attached Files

[RNL Site 2025-Facilities.pdf](#)

Section 4: Improvement Plan/ Changes Made:

We will continue creating clean and healthy learning environments in support of student success.

This was repeated from 1.1 and 1.2 because it impacts all three objectives:

Due to the cost of living to wage ratio, Facility Services faced a shortfall in staffing to meet operational needs. This has impacted Facilities' productivity, employee morale and faculty/staff satisfaction as the customer.

Facilities have since hired three additional Custodians and one Maintenance Repairer. We are working on improving the work environment by addressing pay and adding more employees to our team to satisfactorily meet the needs of our campus.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 24-25 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FACL 24-25 Capital Improvements

Objective Number: 1.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Section 1: Objective With Intended Outcomes:

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

Section 2: 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 rationale for determining whether this objective is met may vary slightly from year to year.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this year's project involved Energy Management System Controls Expansion and the New Baseball Stadium Athletic Complex Facility.

Because these projects were moving forward, this objective is met.

Attached Files

[New Baseball Stadium Athletic Complex Facility LSUE - Meeting Agenda 09.10.25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

STEAM Innovation on the Science Building Phase I construction is set to begin early April.

The plan is to complete Manuel Hall Phase II dealing with outer sections of the building, new windows, and new entry doors.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 24-25 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Information Technology

IT 24-25 Staff Satisfaction

Objective Number :1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Section 1: Objective With Intended Outcomes:

Staff will agree that lab, office computer equipment, and OIT support meet their needs.

Section 2: 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."

The objective will be met if current year's score meets or exceeds "agree on the Staff Survey which is equal to 4.0. 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 28 (36.8%) of the 76 staff members that completed the annual Staff Survey in April. The results were as follows (see pdf file below):

Table 1. Current Staff Satisfaction with OIT					
Semester	Q24	Q28	Q42	Mean	n
Spring 2025	4.4	4.2	4.3	4.30	36

An examination of the spring 2025 results indicated a mean rating of 4.3 across all three questions (see the attached OIT Support file below). In addition, the longitudinal report below shows that satisfaction left something to be desired at the beginning of the 12-year period but improved in spring 2021. Trends were as follows:

- For question number 24, the rating both fluctuated and increased over the 12-year time period. The current rating of 4.4 is higher than the longitudinal weighted mean of 3.96.
- For question number 28, the ratings fluctuated over the 12-year time period, peaked at 4.4 in 2020 and 2021 and then decreased slightly to 4.2. The current value is higher than the longitudinal weighted mean of 4.15.
- For question number 42, the rating in the last ten years has been satisfied or higher with the current value of 4.3 being higher than the longitudinal weighted mean of 4.25 (see the Longitudinal Staff pdf below).

Given that the overall mean of the rated values of 4.30 > 4.00 - agreeable, this objective is met.

Attached Files

[2025 Longitudinal Staff-IT.pdf](#)

[2025 Staff Survey-IT.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the values in Table 1 and the fact that a new student information system - WorkDay Student is coming online with registration for fall 2025, the Director of Information Technology would like to monitor this objective into the next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 24-25 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IT 24-25 Faculty Satisfaction

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Section 1: Objective With Intended Outcomes:

Faculty will agree that lab, office computer equipment, and OIT support meet their needs.

Section 2: 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:

Table 1. Faculty Satisfaction with OIT.					
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
2023	3.6	4.4	4.6	4.20	23
2024	3.2	3.7	3.7	3.53	31
weighted means	3.50	3.93	4.22	3.89	206

The objective will be met if current year's score meets or exceeds the eight-year mean = 3.89 benchmark or the score for "agree" = 4.0. 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met. Please see the comments in the AY 2023-2024 improvement section.

For AY 2024-2025, 25 (37.3%) of the eligible 67 faculty completed the annual Faculty Survey in April 2025. The results were (see Table 2 and the Faculty-IT pdf file below):

Table 2. Current Faculty Satisfaction with OIT.					
Semester	Q28	Q29	Q49	Mean	n
Spring 2025	3.6	4.2	4.4	4.07	25
Prior seven years weighted means	3.50	3.93	4.22	3.89	206

The longitudinal data suggests the following:

- For question 28 about equipment, the rating increased from spring 2024 at 3.2 to 3.6 in spring 2025. The current rating falls slightly above the longitudinal weighted mean of 3.56.
- For question 29 on support, the rating increased from 3.7 from spring 2024 to 4.2 in spring 2025. The current rating is above the longitudinal weighted mean of 3.95.
- For question 49 on IT staff being helpful, the rating 4.3 from spring 2024 to 4.4 in spring 2025. The current rating is slightly above the longitudinal weighted mean of 4.29 (see the Longitudinal Faculty-IT pdf file below).

As shown, the rating on each question increased from 2024 to 2025, generating an overall mean for the three questions of 4.07.

Given that the observed score of 4.07 > agree = 4.0 > the historical mean of 3.89, this objective is met.

Attached Files

[2025 Faculty Survey-IT.pdf](#)

[2025 Longitudinal Faculty-IT.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The fact that faculty continue to rate question 28 on equipment below agreeable, but rate service as agreeable or higher is puzzling (considering that the staff rating was 4.4). To discover why the rating was below 4.0, the Office of Information Technology conducted a survey with faculty in fall 2024 to determine the issue; however, the results were inconsistent and did not point to particular issue or item. As a result, the Director of Information Technology and the staff are confused as to why it is rated lower than the other two questions.

Attached Files

[Faculty Classroom Multimedia Equipment Survey 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 24-25 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IT 24-25 User Services-Student Support

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Section 1: Objective With Intended Outcomes:

Students will be satisfied with LSUE computers and WIFI.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

Question #18 on the RNL Survey - "Computer labs and/or Wi-Fi are adequate and accessible" - will be used to assess this objective. Choices on the survey are:

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 of 6.18 or "satisfied" score of 6.00 on question #18 is considered as meeting this objective.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Information IT Support pdf below). The ratings by site for question #18 are as follows:

- $\bar{X}_{\text{overall}} = 6.15$, $n = 221$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.15$, $n = 85$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.50$, $n = 19$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.49$, $n = 106$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 3.33$, $n = 3$.

The data shows that students were "satisfied" overall with students from all sites scoring question 18 > 6.00 except the hospital site scoring a 3.33 which tends toward somewhat dissatisfied. However, caution in the interpretation is urged given that the sample statistic likely does not approximate the population statistics with an $n = 3$. It should be noted that the WI-FI and a computer lab at the hospital site are maintained by LSUE's Office of Information Technology. It should also be noted that LSUE has no responsibility for the connections at the high school dual enrollment sites and works cooperatively to maintain myCourses (Moodle) and its connectivity.

Given that the observed overall value of $6.15 < \text{the national benchmark of } 6.6.18$, but $> \text{"satisfied" or } 6.00$, this objective is met.

Attached Files

[RNL Site 2025-ITsupport.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Because the overall score increased from 6.00 ($n = 419$) in spring 2023 and 6.03 ($n = 249$) in spring 2024 to 6.15 ($n = 221$) in spring 2025, the Director of IT recommends monitoring into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 24-25 Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IT 24-25 Update Infrastructure

Objective Number :3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Section 1: Objective With Intended Outcomes:

To better serve the campus community, Information Technology will work on following infrastructure projects during AY 2024-2025.

1. Continued work around the Workday Student implementation project with LSU
2. Migration of transcripts to Parchment cloud
3. Implementation of Data Warehouse infrastructure/solution with LSU
4. StarRez Payment Technology Upgrade and new eMarket needed for Workday Student
5. Implementation of EdSights texting AI texting bot solution for Student Success
6. Implementation of Campus ESP communication solution for Recruiting and DE
7. Implementation of SOC (Security Operations Center) for 24x7 monitoring
8. Implementation of Okta Identity and Access Management (IDAM) system
9. Pilot of virtual firewall for internal traffic security
10. Spring KnowBe4 phishing exercise for faculty/staff
11. Update Cisco Umbrella laptops client software for employees
12. Campus firewalls patch around ArcaneDoor vulnerability
13. Microsoft - 365 network geo-blocking of usage from outside of desired locations
14. Upgrade of Firepower for campus firewalls from v7.2.6 to 7.2.8
15. Cyber Readiness Assessment with GOHSEP
16. Application of security patches for Veeam
17. Fall KnowBe4 phishing exercise for faculty/staff

18. Cybersecurity Awareness Month in October
19. SSO and limit access to campus only for Snowflake DW environment
20. Implementation of SSO for Omni and use of LSUE credentials
21. Implementation of SSO for Cashnet Train environment
22. Remove access to enhanced Azure areas for standard users
23. Microsoft engagement for POP-SLAM (LAPS area)
24. Gmail security changes for student email
25. Migration of hosting of www.lsu.edu to Omni solution (from Databank)
26. Replacements of POS stations with LSU for Cafeteria
27. Phone system migration from copper line PRI to SIP solution
28. Addition of TV for digital signage at Bengal Village
29. Replacement of front TV in Science building
30. Upgrade of Data Center virtual machines (VM) infrastructure
31. Swapover data center battery backup for the campus internet line
32. Replacement of Testing Center computers
33. Disaster Recovery Exercise for 2024
34. Upgrade of Data Center storage infrastructure
35. Implementation of Windows 11 for lab computers on campus
36. Pilot of virtual lab computers with CIT program
37. Addition of multi-camera viewing at LG location

Section 2: Assessment/Evaluation/Measures/Strategies:

IT staff will work with the project leads at LSU BR and WorkDay to keep the project and its integration with other systems on time. IT staff will work with other vendors as needed for projects and security testing.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 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 - complete
2. Migration of transcripts to Parchment cloud - complete
3. Implementation of Data Warehouse infrastructure/solution with LSU - Phase 1 complete; Phase 2 next year
4. StarRez Payment Technology Upgrade and new eMarket needed for Workday Student - complete
5. Implementation of EdSights texting AI texting bot solution for Student Success - complete
6. Implementation of Campus ESP communication solution for Recruiting and DE - complete
7. Implementation of SOC (Security Operations Center) for 24x7 monitoring - complete

8. Implementation of Okta Identity and Access Management (IDAM) system - complete
9. Pilot of virtual firewall for internal traffic security- complete
10. Spring KnowBe4 phishing exercise for faculty/staff- complete
11. Update Cisco Umbrella laptops client software for employees- complete
12. Campus firewalls patch around ArcaneDoor vulnerability- complete
13. Microsoft - 365 network geo-blocking of usage from outside of desired locations- complete
14. Upgrade of Firepower for campus firewalls from v7.2.6 to 7.2.8- complete
15. Cyber Readiness Assessment with GOHSEP- complete
16. Application of security patches for Veeam- complete
17. Fall KnowBe4 phishing exercise for faculty/staff- complete
18. Cybersecurity Awareness Month in October- complete
19. SSO and limit access to campus only for Snowflake DW environment- complete
20. Implementation of SSO for Omni and use of LSUE credentials- complete
21. Implementation of SSO for Cashnet Train environment- complete
- 22.** Remove access to enhanced Azure areas for standard users - In progress
23. Microsoft engagement for POP-SLAM (LAPS area)- complete
24. Gmail security changes for student email- complete
25. Migration of hosting of www.lsue.edu to Omni solution (from Databank)
26. Replacements of POS stations with LSU for Cafeteria - complete
27. Phone system migration from copper line PRI to SIP solution - complete
28. Addition of TV for digital signage at Bengal Village- complete
29. Replacement of front TV in Science building- complete
30. Upgrade of Data Center virtual machines (VM) infrastructure- complete
31. Swapover data center battery backup for the campus internet line- complete
32. Replacement of Testing Center computers- complete
33. Disaster Recovery Exercise for 2024- complete
34. Upgrade of Data Center storage infrastructure- complete
35. Implementation of Windows 11 for lab computers on campus- complete
36. Pilot of virtual lab computers with CIT program- complete
37. Addition of multi-camera viewing at LG location- complete

Given that the list was complete, this outcome was met.

Section 4: Improvement Plan/ Changes Made:

For the coming year, the primary focus will be on the shutdown of the Jenzabar legacy student information system as we complete the migration to the new Workday student information system along with the implementation of a Data Warehouse / Reporting environment. Other projects are being scoped out at this time as usual.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 24-25 Update Infrastructure

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IT 24-25 Implementation of new student system

Objective Number: 3.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Section 1: Objective With Intended Outcomes:

To better serve the campus community, Information Technology will participate with LSU with the other campuses on the continued evaluation of options around the student system modernization effort for both the LSUE campus and also as it relates to the LSU system-wide effort. We will maintain continued contact with LSU leadership in an effort to help identify the direction around the Student System Modernization area in the near future.

Section 2: 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

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, some items around the project included:

StarRez integration - 11/1/24
 Data validations in LSU5 - 10/11/24
 2nd wave of MTP2 end-to-end testing (LSU14) – 10/18/24
 Environment Freeze on Configuration – 10/14/24
 2nd wave of MTP2 end-to-end testing (LSU1) – 11/8/24
 Dedupe of ID's (remove duplicates) with LSU - 11/19/24
 Performance Testing Identify Volume and cases – 11/4/24
 3rd wave of MTP2 end-to-end testing – 11/27/24
 Full Schedule Testing ad-hoc list and schedule due- 12/20/24
 Full Schedule Testing- January 5- 1/11/25
 Last to clean-up data in Jenzbar for loading - 11/30/24
 Final Defect Resolution – 11/27/24
 MTP2 Testing Sign Off by functional areas - 12/6/24
 Baseline Testing for Functionals- 12/2-12/6
 Advisor training sessions - 11/19/24 - 02/24/25
 Demo for campus on 1/10/2025
 Performance testing
 Training material for campus continues - 02/17/25
 myLSUE in-between page - 02/17/25
 Go-live MTP2 week of 2/24 - 02/28/25
 Identity and Access Management for students - 03/31/25
 Employee communication - 11/18/24 - 05/08/25
 3 dashboards (student, advisor, faculty/instructor) - 7/24/25
 Cutover for Cohort 2 for MTP1 (July 24 - Aug 1) - 7/24/25
 Onsite at LSU week of 07/21 for Milestone 5 - 7/21/25

Blackboard Transact Set Up Pull from Pool and Create a New ISO Pool project - 8/1/25
 Parking/Ticketing system replacement (T2; Working through agreement) - 8/1/25
 Shut down myLSUE for student access and limited employee access to campus 8/14/25

These items below continued all year long with Workday, LSU, and functional areas throughout LSUE:

System performance testing with Workday, LSU, and functional areas
 System configuration with Workday, LSU, and functional areas
 Delivery of tenant builds with Workday and handoff
 Integrations ongoing work
 Data conversion ongoing work
 Unit testing ongoing work
 De-duping exercises (duplicate ID management)
 End-to-End testing ongoing work
 Data Conversion testing ongoing work
 Overall implementation of Workday Student

The WorkDay system was online for registration for fall 2025.

This outcome is met.

Attached Files

[WorkDay Implementation TimeLine.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to work with LSU BR and Workday to finish up integration and data warehouse set up. Also, completely shut down the legacy system.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 24-25 Update Infrastructure

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Institutional Effectiveness

IE 24-25 Substantive Changes

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Section 1: Objective With Intended Outcomes:

The Office of Institutional Effectiveness and Accreditation will complete substantive changes required in AY 2024-2025 in accordance with the SACSCOC Substantive Change Policy.

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, several items were considered for substantive change. They were:

1. April 2024: Establishing LSU Baton Rouge as an Off-Campus Instructional Site offering between 25% and 49% of a program, namely the Certificate of General Studies. A letter of notification was sent to SACSCOC (see PDF below). The acknowledgement was received from SACSCOC on April 10, 2024, completing the process (see 2024-04-10 Response pdf below).
2. June 2024: Establishing Eunice High School as an Off-Campus Instructional Site teaching greater than or equal 50% of the Certificate of General Studies (see 2025-01-14 SACSCOC Response pdf below).

No other substantive changes were considered.

Given that the substantive changes were filed and/or acknowledged/approved by SACSCOC, this outcome is met.

Attached Files

[2024-04-10 Response from SACSCOC Notification for LSU.pdf](#)

[2025-01-14 SACSCOC Final for EHS.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Read through the new substantive change manual as it was updated.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 24-25 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IE 24-25 Completion of the Enrollment and Financial Profiles

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Section 1: Objective With Intended Outcomes:

The accreditation liaison will complete the enrollment and financial profiles and submit them to SACSCOC prior to the established deadlines. Note that the Financial Profile runs one summer behind so the objective can be completed in a timely fashion.

Section 2: Assessment/Evaluation/Measures/Strategies:

Success for this objective will be submitting the data by the SACSCOC deadlines.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, both required profiles were completed:

- The fall 2024 enrollment profile was completed December 13, 2024 (see completion email EP below).
- The summer 2024 financial profile was completed on July 10, 2024 (see financial profile below).

Given that both profiles were completed on time, this objective is met.

Attached Files

[Completion Email EP.pdf](#)

[Completion Email FP.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor SACSCOC Procedures.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 24-25 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IE 24-25 SACSCOC Key Student Completion Indicator (KSCI)

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Section 1: 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.

Section 2: 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 using enrollment and completion outcomes for the fall 2018 cohort of beginning college students through spring 2024.

The six-year total completion rate includes 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	383	52.90
2016	869	387	44.53
2017	801	469	58.55
Totals	9348	3648	39.02

The Threshold of Acceptability = 21.23% because it is the lowest number in the period from fall 2008.

The goal = 39.02%. The 39.02% is the goal or target because it is the overall historical graduation rate for the ten cohorts studied in Table 1. Falling within the established range of 21.23% - 39.02% or exceeding these numbers will constitute success.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the new first-time students entering in fall 2018 will be examined. In fall 2018, there were 920 new first-time students. In all, merging the National Student Clearinghouse data with LSU Eunice's Institutional Research data, a total of 401 (43.59%) graduated through spring

2024. The 401 students earned 17 certificates, 267 associate degrees, and 182 bachelor's degrees. A total of 359 (89.5%) of the 401 graduated with at least one credential from a Louisiana institution.

Given that the threshold of 21.23% < the established goal of 39.43% < observed value of 43.59%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

LSU Eunice is continuing to add credentials. For example, the Certificate of General Studies was added for a first-year milestone point. The following certificates were implemented within the last two years:

- General Studies-January 2024,
- Basic Management-April 2025,
- Business Entrepreneurship-April 2025, and
- Payroll Administration-April 2025.

Other certificates are being considered (see file 1 below that shows the date implemented).

A new Student Information System came online effective fall 2025 that is much more robust compared to the system that is 20 years old (see file 2 below).

LSU Eunice continues to use EAB Navigate to communicate with students (see file 3 below).

LSU Eunice is in the process of redesigning five catapult courses. Ascendium Education Philanthropy defines catapult courses as "courses at a particular postsecondary education institution and in a particular program that are statistically most likely to impact credential completion rates and, in turn, the entire institution's completion rates". The project supports redesign or enhancement of individual credit-bearing courses to better integrate career-connected learning, workforce alignment, and experiential approaches. These courses – Gateway English Composition (ENGL 1001), Gateway Applied College Algebra (MATH 1015), Introduction to Psychology (PSYC 2000), Fundamentals of Communication (CMST 1061), and United States to 1865 (HIST 2055) (see file 4 below: the proposal as it was accepted by the Board of Regents).

Attached Files

- [3-EAB Navigate Webpage.pdf](#)
- [4-2025-05-25 FINAL Updated MPP.pdf](#)
- [1-LSUE Degree Inventory.pdf](#)
- [2-Workday Student Webpage.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IE 24-25 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1
 Start: 11/1/2024
 End: 10/31/2025
 Progress: Completed
 Provided By: Institutional Effectiveness
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IE 24-25 Student Achievement Data

Objective Number: 1.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Section 1: Objective With Intended Outcomes:

The Office of Institutional Effectiveness and Accreditation will post updated Student Achievement Data.

Section 2: 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](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the Student Achievement document was completed on September 26, 2025, with Cabinet accepting the document on October 6, 2025.

Given that this document was completed by the end of fall 2025, this objective is met.

Attached Files

[20251006 Partial Cabinet MM.pdf](#)

[2025-09-26-for-FA 2024 FINAL Student Achievement for 23-24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Improvement plans are contained within each student achievement criterion.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 24-25 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IE 24-25 SACSCOC Fifth-Year Interim Report

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Delayed

Provided By: Institutional Effectiveness

Section 1: Objective With Intended Outcomes:

LSU Eunice will be found compliant with SACSCOC Standards. Fifth-Year Report will be due in Summer of 2029. As a result, work has not yet begun.

Section 2: Assessment/Evaluation/Measures/Strategies:

Normal steps for the Fifth-Year Interim Report is that it is an off-site review only.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, work has not yet begun.

Section 4: Improvement Plan/ Changes Made:

n/a

Institutional Research

IR 24-25 Course Evaluation

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Research

Section 1: 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.

Section 2: Assessment/Evaluation/Measures/Strategies:

Course evaluations will be opened by the end of the first week after midterm exams. For regular semesters, evaluations will be closed by the Monday following the last week of classes. For intersessions, evaluations will be closed by the last day of classes.

Were the evaluations opened/closed appropriately during the intended time frame established? Were results available after grade processing complete? Yes, would confirm successful completion of this objective.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to workload with Workday Student and Reaffirmation.

For AY 2024-2025, 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 2024
- Fall 2024 Term B
- Fall 2024 Term C
- Fall Intersession 2024
- Spring 2025
- Spring 2025 Term B
- Spring 2025 Term C
- Spring Intersession 2025
- Summer 2025 - not done

- Summer 2025 Term B - not done
- Summer 2025 Term C

To summarize, Objective 1.1 was partially met.

Section 4: Improvement Plan/ Changes Made:

Shift all work to Workday; complete integrations and shut down legacy systems as myLSUE will no longer be available.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IR 24-25 Make course evaluations available online in a consistent, efficient manner.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IR 24-25 Overall Data Gathering and Reporting

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Research

Section 1: Objective With Intended Outcomes:

Post semesterly enrollment data to internal and external agencies by the mandated deadlines.

Section 2: Assessment/Evaluation/Measures/Strategies:

Scheduled tasks listing for IR will show when the reports were published/released.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 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 2024 actions and reports (attached below as: Scheduled Jobs Fall 2024-2025)
- Fall 2024 intersession actions and reports (attached below as: Scheduled Jobs FAIS 2024-2025)
- Spring 2025 actions and reports (attached below as: Scheduled Jobs Spring 2024-2025)
- Spring 2025 intersession actions and reports (attached below as: Scheduled Jobs SPIS 2024-2025)
- Summer 2025 actions and reports (attached below as: Scheduled Jobs Summer 2024-2025)

Since the actions and reports were completed in a timely fashion, this objective was met.

Attached Files

- [Scheduled Jobs SPIS 2024-2025.pdf](#)
- [Scheduled Jobs Summer 2024-2025.pdf](#)
- [Scheduled Jobs Fall 2024-2025.pdf](#)
- [Scheduled Jobs FAIS 2024-2025.pdf](#)
- [Scheduled Jobs Spring 2024-2025.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Maintain compliance with reporting as Workday comes online.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IR 24-25 Provide the campus with access to timely reporting information.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed
 Provided By: Institutional Research
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

IR 24-25 Reduce Open Time of Service Requests

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Research

Section 1: 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 5 service request types

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective was benchmarked using a report from the Helpdesk software and based on the average time open of the 5 longest service request categories over the latest data available from a three-year period. An average time of 45 or less hours would be success.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to workload associated with WorkDay Student and Reaffirmation.

For AY 2024-2025, the time to complete Service Requests averaged out to approximately 44.45 hours with n=1,815 (see file attached for timing on each of the areas utilized for the calculation).

Since the observed 44.45 hours < 45 hours benchmarked, Objective 2.2 was met.

Attached Files

[Longest SRs Time \(average\) - 20240701-20250630.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Try to reduce the time by a few more hours, if possible.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IR 24-25 Provide the campus with access to timely reporting information.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Institutional Research

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LSU Eunice Police and Campus Security

POLIC 24-25 Install surveillance cameras

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Install additional surveillance cameras to meet campus safety needs.

Section 2: Assessment/Evaluation/Measures/Strategies:

The benchmark was to complete the installation of additional cameras by the end of the AY 2023-2024. 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met and in progress as the AY ended.

For AY 2024-2025, the director did not complete.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 24-25 Publish Annual Security and Fire Report (Clery Act)

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: 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.

Section 2: 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 2023 report is examined for the current reporting year.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, the director did not complete.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 24-25 Patrol-Faculty/Staff Surveys

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Faculty and staff will be satisfied that the campus is safe and secure.

Student satisfaction has been separated out and is now in outcome 2.3.

Section 2: Assessment/Evaluation/Measures/Strategies:

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 ($\bar{x}$ = 4.03) of the past eight spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last eight years (see Table 1).

Table 1. Faculty Satisfaction Based on Question #31.		
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
2023	4.2	23
2024	3.7	31
weighted means	4.03	206

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 eight spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the eight years (see Table 2).

Table 2. 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
2023	3.8	31
2024	3.7	38
weighted means	3.77	327

Meeting or exceeding one of the two benchmarks discussed above is considered success.

Attached Files

[9-21-20 Email on NL Methodology \(1\).pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met as additional personnel was being sought.

For AY 2024-2025,

Faculty

Next, the faculty spring survey was distributed electronically in April. The response was from 25 (37.3%) of the 67 eligible faculty. The response to question 31 yielded a mean of 4.0 overall with no faculty members responding n/a (see faculty survey PDF file below). The longitudinal faculty report below indicates that the ratings since spring 2014 have been varied - sometimes satisfied (4.0 or higher) and sometimes approaching satisfied (3.7 to 3.9). The current result of 4.0 is an improvement from the 3.7 from spring 2024 but slightly below the longitudinal weighted mean of 4.01 (see the longitudinal faculty report pdf).

Given that the observed value of 4.0 > agree at 4.00 < the historical mean from Table 1 of 4.03, this part of the objective is met.

Staff

The staff survey was distributed electronically in April as well. In all, 28 (36.8%) of the 76 staff members responded to the survey (see attached Staff Survey...file below). Question 21 had a mean of 3.9 with no staff members choosing N/A. In addition, the longitudinal staff report indicated an improvement from 3.7 from spring 2024 to a 3.9 in spring 2025. The current 3.9 does exceed the longitudinal weighted mean of 3.68 (see the longitudinal staff report pdf).

Given that the historical mean from Table 2 of 3.77 < the observed rating of 3.9 < the benchmark of 4.0 (agree), this objective is met.

As a result, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The director failed to provide an improvement plan after several reminders.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 24-25 Parking-Student Satisfaction

Objective Number: 2.2

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Students will be satisfied with the security and amount of parking.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz Student Satisfaction Inventory (RNL) will be administered during the spring 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.

LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The RNL Student Satisfaction Survey questions #10 and #21 will be used to assess this outcome.

- #10= Parking lots are well lit and secure.
- #21= The amount of student parking space on campus is 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

Meeting or exceeding the mean national average for both questions of 6.020 ($\bar{x}_{10} = 6.12$; $\bar{x}_{21} = 5.92$ with $\bar{x}_{\text{both}} = 6.020$ with $n = 48,015$) or meeting or exceeding "satisfied" of 6.00 will be considered as success for this objective. (see Table 1 in the progress report section).

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Parking pdf below). The ratings by site for questions 10 and 21 in the following manner:

Table 1. Student Satisfaction with Parking and Parking Lots Based on 2025 RNL Likert Scale.							
Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
10	6.12	6.43	6.25	--	6.31	6.80	6.00
21	5.92	6.30	6.06	--	6.08	6.81	5.67
Means	6.020	6.365	6.155	--	6.195	6.805	5.835
n	48015	221	85	--	19	106	3

Question 10 about the parking lots begin lit and secure was rated at or above 6.00 for all sites with three out of the five sites scored higher than the national mean. The same can be said for question 21 except for the hospital site and was rated at 5.67. This is mostly likely due to the fact that it is a working hospital and there is limited parking for the students close to the facilities used for instruction. Averaging the results of the two ratings suggests that students are satisfied with the lighting and amount of parking to various degrees. Some dual enrollment students attend at the LSUE site while most are at their own high schools. Further, quite a few online students will drive to the LSUE site to take care of business or take exams. The same can be said of the hospital students.

Given that the observed overall rating of the two questions = 6.365 > the national average of 6.020 > "satisfied" or 6.00, this objective is met.

Attached Files

[RNL Site 2025-Parking.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the pooled means increased to 6.365 (n = 221) from 2025 from 6.180 (n = 249) from 2024, the Director of IE suggests monitoring into next year.

However, the director failed to provide an improvement plan after several reminders. He did not take the time to review what was written.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 24-25: Patrol-Student Satisfaction

Objective Number: 2.3

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Students will be satisfied that the campus is safe and secure.

Note that this objective was separated from objective 2.1: faculty and staff patrol satisfaction.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Ruffalo Noel-Levitz (RNL) 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. LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

RNL Survey questions 4 and 13 will be used to determine student satisfaction.

- #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 greater than or equal to "satisfied" (mean of both questions ≥ 6.00) or $\geq$ the combined national means for the two questions. This year's results national means were: $\bar{x}_4 = 6.18$; $\bar{x}_{13} = 6.37$ with $\bar{x}_{\text{both}} = 6.275$ with $n = 48,015$ (see Patrol PDF file in Section 3).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this objective was included in 2.1 and was met.

For AY 2024-2025, a total of 221 (6.7%) of the 3,293 students responded to the RNL Survey (see the Patrol RNL... pdf below). The ratings by site for questions #4 and #13 are as follows:

Table 1. Student Satisfaction with Patrol and Safety based on the 2025 RNL Likert Scale.							
Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
4	6.18	6.44	6.27	--	6.55	6.71	4.50
13	6.37	6.62	6.53	--	6.82	6.69	7.00
Means	6.275	6.530	6.400	--	6.685	6.700	5.750
n	48015	221	85	--	19	106	3

The data above suggests students at all sites agree with responding quickly and the sites being safe and secure with all scores greater than or equal to the 6.275 except the hospital site that approached satisfaction, on average. As noted several times, the sample statistics most likely do not approach the population statistics for an $n = 3$. In addition, the students were somewhat satisfied with question for dealing with assistance.

Given that the overall combined mean of 6.530 > than the national combined mean of 6.275 > the rating for "satisfied" of 6.00, this objective is met.

Attached Files

[RNL Site 2025-Patrol.pdf](#)

Section 4: Improvement Plan/ Changes Made:

n/a

However, the director failed to provide an improvement plan after several reminders. He did not take the time to review what was written.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 24-25 Emergency Response Training

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Train appropriate personnel in emergency response procedures.

Section 2: Assessment/Evaluation/Measures/Strategies:

Completion of training by identified groups.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to work surrounding accreditation and personnel shortages in Police and Security.

For AY 2024-2025, The director did not complete.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 24-25 Provide regular training in emergency response procedures to campus personnel

Goal Number: 3

Start: 11/1/2024

End: 10/31/2025

Progress: Overdue

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Public Affairs

PR 24-25 Marketing and Advertising

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Public Affairs

Section 1: Objective With Intended Outcomes:

Continue to create and implement a marketing and advertising plan for LSUE to meet its enrollment and retention goals.

Section 2: Assessment/Evaluation/Measures/Strategies:

During AY 2024-2025, 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, LSU Eunice continued an aggressive advertising campaign through non-traditional media – focusing on digital and video advertisements in digital mediums such as Facebook, Instagram, digital streaming devices in addition to traditional television campaigns. Through our partnership with *The Advocate*, LSU Eunice also implemented “sponsored content” articles, highlighting programmatic and institutional offerings and personnel on campus.

Much of our advertising and marketing takes place from January through June, when our recruitment and outreach efforts are amplified for the upcoming academic year.

Through these campaigns, LSUE social media channels saw significant gains in content interactions from users, seeing an 85.4% increase in interactions from the same time span. While the content did reach the all-time highs during AY 2023-2024, this year's plan was proven to be more attractive as content interactions, link click throughs, and follows to our accounts saw increases during the more concentrated months of marketing and advertising of January through June.

AY 2024-2025, LSU Eunice continued to see institutional highs in enrollment and scheduled credit hours. These figures were accomplished 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

[LSUE Advocate 24 25 Assessment.pdf](#)

[FB Reach 24 v 25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Department of Public Affairs will continue to create more video-based marketing materials, geared toward the experiences of students, faculty, and staff at LSU Eunice. In addition, the department will continue an approach to more program-specific material to attract students. As part of the improvement plan, LSU Eunice aims to deploy more “sponsored content” articles, as the initial returns show great interaction and interest.

In addition to these methods, LSU Eunice will create a new video advertising spot, intended for TV and digital audiences.

PR 24-25 Develop and implement a comprehensive marketing and advertising plan.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Public Affairs

Budget Information: The budget currently exists, no new funds requested.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

PR 24-25 Marketing and Visibility - Social Media Plan

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Public Affairs

Section 1: Objective With Intended Outcomes:

Continue the implementation of a social media plan and calendar for LSU Eunice to enhance the university brand, assist with enrollment management's goals, and create a consistency in messages leaving the university.

Section 2: Assessment/Evaluation/Measures/Strategies:

For AY 2024-2025, LSU Eunice continued to create and implement a plan to market and advertise LSU Eunice through social media. In addition to 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 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 content interactions compared to the same time period of aggressive marketing during heavy months of recruiting efforts (January-August). For instance, the attached PDF notes that LSU Eunice saw content interactions jump 85.4% and link clicks of content increase by nearly 40%. LSUE's social channels also saw modest gains in followers, with a 6.5% increase on Facebook alone.

This year, LSU Eunice saw all-time records set for credit hours and applications in the fall semester, while also posting the second highest headcount in school history. These efforts are 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

[LSUE Advocate 24 25 Assessment.pdf](#)

[FB Reach 24 v 25.pdf](#)

Section 4: 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. Our marketing efforts will gear more towards programmatic and testimonial-style advertising, focusing on individual stories to help articulate the advantages of LSU Eunice.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PR 24-25 Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Public Affairs

Budget Information: The budget currently exists, no new funds are requested.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Title IX

Title IX 24-25 Compliance

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Title IX

Section 1: Objective With Intended Outcomes:

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

Section 2: 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to work surrounding accreditation. Note that training did take place.

For AY 2024-2025, training did take place and 192 of 235 employees completed the training for an 81.7% completion rate. In addition, there were no complaints in this cycle; however, the response for all complaints in the past fell within the number of required days.

Given the circumstances noted above, this objective is met.

Attached Files

[ACT 270 Template LSUE 01292025.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to give training and strive to reach a 100% completion rate for training.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

Title IX 24-25 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: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Title IX

Budget Information: none (existing)

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field :3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

University Advancement, Governmental Relations, and LSUE Foundation

UAF 24-25 Governmental Relations

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: University Advancement, Governmental Relations, and LSUE Foundation

Section 1: Objective With Intended Outcomes:

Develop and maintain relationships in order to maintain and secure funding all governmental levels.

Section 2: Assessment/Evaluation/Measures/Strategies:

Develop LSU Eunice state legislative plan with LSU Eunice Chancellor and Cabinet and submit to all Louisiana Legislators Annually. Measure plan in funding or legislative bills after final day of session.

Submit Congressional Directed Spending Request annually when available.

Send campus priorities to all Police Jury Presidents in Tri-Parish Area and Mayor of Eunice, LA.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was created at the end of the AY.

For AY 2024-2025, LSU Eunice had a list of Legislative Goals (see attached pdf below).

LSU Eunice secured over \$15 million in Capital outlay in Act 2 and \$1 million in unrestricted funding in HB1 in 2025 legislative session (See Act 2 page 39) and Act 1 page 131 of document.

In addition, Steam Funds were available (see attached PDF below): Also submitted CDS funding and received currently in process.

Given the money secured, this objective is met.

Attached Files

[Page 39 from ACT 2 Capital Outlay 2025.pdf](#)

[Steam Funds.pdf](#)

[Legislative Goals.pdf](#)

[HB1 ACT.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Working to secure resources from Congressional Delegation for additional Congressional Directed Spending allocation from USDA.

Identify one new federal opportunity from HRSA, NSF, etc. for application.

Secure remaining funding in P5 (highlighted in ACT 2 document) to move into Priority 1 in 2026 legislative session.

Attached Files

[ACT 2 Capital Outlay 2025 2 pages.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

UAF 24-25 Maintain an exceptional governmental relations program

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: University Advancement, Governmental Relations, and LSUE Foundation

Budget Information: none (existing) and funding goals met.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

UAF 24-25 Secure resources

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: University Advancement, Governmental Relations, and LSUE Foundation

Section 1: Objective With Intended Outcomes:

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2025. This includes funding to support annual, corporate/foundation giving, endowed gifts and planned giving.

Section 2: Assessment/Evaluation/Measures/Strategies:

Contributions will be greater than \$787,935.16 which is greater than 20% of FY contributions \$656,612.63 for FY 23/24). See contributions line in attached PMAR June 2024 for IE.

Strategies

1. Upload donor data into Blackbaud LSU Foundation Database and conduct alumni annual campaign.
2. Focus on scholarships with increase new annual scholarships by June 30, 2024, 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 2024 for IE.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, contributions were \$791,695.81.

Because the amount raised of \$791,695.81 > \$787,935.16, this objective is met.

Attached Files

[FY 24 25 statement of all account activity June 30.pdf](#)

Section 4: Improvement Plan/ Changes Made:

1. LSUE athletics e-teams - will pull on previous donors to campaigns who did not make contributions in previous year and provide opportunity for support.
2. Restart Community Partner Program to work with local businesses to invest in LSU Eunice

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

UAF 24-25 Generate FY Increases in Revenue

Goal Number: 2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: University Advancement, Governmental Relations, and LSUE Foundation

Budget Information: none (existing) and funding goals met.

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Federal/State Grants and Contracts

GRAN 24-25 Grant Submissions

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

Based on availability, grants and/or funding agreements will be submitted annually to enhance LSU Eunice programs and services.

(updated January 22, 2025)

Section 2: Assessment/Evaluation/Measures/Strategies:

Based on past history, a minimum of three grants will be submitted.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to vacancy.

For AY 2024-2025, LSUE submitted HERO Funding Grant, Carl D. Perkins, and NSF EPIIC proposal.

Given that three grants were submitted, this objective is met.

Attached Files

[HERO Proposal 2025 application .pdf](#)

[Perkins '25-'26 Budget Summary Signed.pdf](#)

[Epic Grant.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSU Eunice will work to apply for federal grant funding through utilizing grant alerts from National Science Foundation (NSF), Health Resources and Services Administration, USDA, and others.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 24-25 Pursue and Maintain Grants and Agreements

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing).

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

GRAN 24-25 Grant Guidelines**Objective Number:** 1.2**Start:** 11/1/2024**End:** 10/31/2025**Progress:** Completed**Provided By:** Federal/State Grants and Contracts**Section 1: Objective With Intended Outcomes:**

Recipients of public and private funds will follow the fiscal and administrative guidelines relating to the grant and/or agreement as appropriate.

(updated January 22, 2025)

Section 2: 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. Grant managers will follow LSU Eunice grants policy (see grants PS NO 83 #2 file below).

Attached Files

[#1 Expenditures.pdf](#)

[#2 PS 83 Grants and Sponsored Programs.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to vacancies.

For AY 2024-2025 is in progress staff became EDGAR certified - PS 83 is currently under review.

Attached Files

[Certificate-Carey-Lawson Perkins Certificate.pdf](#)

[Certificate-Hailey-Schexnider.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Goal will be revised to include training held for all grant principal investigators during the academic year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 24-25 Pursue and Maintain Grants and Agreements

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing).

RELATED ITEM LEVEL 2

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

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VI. AY 2024-2025 General Education Objectives

Louisiana State University at Eunice



General Education Report Academic Year 2024-2025

Office of Institutional Effectiveness and Accreditation
November 21, 2025

LSU Eunice General Education Committee Meeting Minutes

The committee met on Wednesday November 12, 2025, at noon in Manuel Hall room 203.

Cassie Jobe-Ganuchau – present
 Kaitlyn Owen – present
 Dr. Rob Jones – present
 Lisa Lafleur – off campus
 Kristie Leger – ill
 Paul Fowler – present

James Morgan – in class
 Dr. Domingo Jariel – in class
 Elizabeth Monk – present
 Dr. Billy Fontenot – present
 Charles Stewart – present

Paul Fowler began the meeting by asking if the committee would give him permission to conduct the meeting and take the meeting minutes. This is because the committee chair, Lisa LeFleur, was in Lafayette. The committee gave their permission to continue.

Fowler mentioned that the meeting minutes from the last meeting on February 17, 2025, were approved via email. Given that, he recommended that the current committee also approve them, so it is recorded. He mentioned that three members of the current committee sat on last year's general education committee. As a result, Billy Fontenot motioned to accept the meeting minutes from the February 17, 2025, and Cassie Jobe-Ganuchau seconded. There was no dissent. As noted, many of the committee members were new; however, three in attendance attended in February noting that the minutes were accurate.

The committee examined the AY 2024-2025 General Education Report assembled by the Office of Institutional Effectiveness and Accreditation. The committee noted that only two courses did not meet their benchmarks – MATH 1431: Calculus with Business and Economic Applications, and CHEM 1001: Chemistry I (Non-Science Majors). The committee also noted that CHEM 1001 was marked as met in Table 1. Fowler thanked the committee for bringing that error to his attention so it could be corrected prior to being merged into the main document. Further, Fowler stated that the outcome write up for three courses were being cancelled because they had not been offered in several years. These were: FREN 1001: Elementary French, FREN 2101: Intermediate French, MATH 1023: Pre-Calculus, and MATH 1249: Foundations of Elementary Mathematics. They were simply taking up space in the system and being marked delayed each year. They can be added back later, if needed.

Next, there was a motion to accept the report made by Rob Johnes, II; this being seconded by Kaitlyn Owen. Fowler pointed out that accepting the report indicates that the general education objectives, the strategic goals, and the mission statement as they apply to general education were being met. During discussion of the motion, a committee member asked if sciences was met given that the student learning outcomes for CHEM 1001 were not met. Fowler responded with yes because the outcomes for BIOL 1001/1002 and PHSC 1001 were all met. In the strategic goals, the committee asked about partnerships since there seemed to be no direct connections with the General Education Report and partnerships. Fowler responded that he believed that sciences did have partnerships – agriculture with LSU being an example. The committee acknowledged. There was no further discussion and there was no dissent.

Adjournment: Charles Stewart made the motion seconded by Elizabeth Monk; there was no dissent.

AY 2024-2025 General Education Objectives and Outcomes General Education Summary

November 21, 2025

The following report summarizes the results of LSU Eunice's six General Education Outcomes for AY 2024-2025. The Executive Director of Institutional Effectiveness and Accreditation asks faculty to assign outcomes to their primary General Education Objective. For example, while some mathematics courses choose General Education Objective 1, 2, and 3, the student learning outcomes have been assigned to their primary general education goal only to eliminate repetition in the report. For example, while mathematics faculty believe that communication and scientific investigation are important, all mathematics outcomes have been assigned to number two – Mathematics/Analytical Reasoning (see below).

LSU Eunice uses an online planning system whereby documentation is attached to specific sections of each outcome. The supporting documentation is shown as hyperlinks in this report and may only be viewed by those with the credentials to the system.

General Education Objectives: Relationships to LSU Eunice Strategic Goals

For the General Education Objectives, An LSU Eunice graduate will

1. English Composition: demonstrate effective communication of complex knowledge and ideas.
2. Mathematics/Analytical Reasoning: use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. Natural Sciences: apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. Humanities: demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.
5. Social/Behavioral Sciences: demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. Fine Arts: demonstrate an aesthetic and historical understanding of the arts. is linked to each of the LSU Eunice Strategic Goals:

Each of the General Education Objectives has a relationship upward to each of LSU Eunice's Strategic Goals which are to serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to:

1. ensure student access
2. strengthen student success
3. expand partnerships
4. demonstrate a culture of continuous improvement.

Note that these strategic goals are under review as this report is filed with the General Education Committee. Please see the strategic planning website at <https://www.lsu.edu/institutional-effectiveness/planning/index.php> for more information.

Table 1 summarizes each of the General Education Objectives with the courses and student learning outcomes assigned to them. The page numbers indicate each section along with the courses assessed and methodology, assessment tools, and whether the outcome was met. It is not required that each outcome be met to meet each of LSU Eunice's General Education Objectives. However, whether it is met or not, each objective is required to have an improvement plan to increase student learning in the next planning cycle.

Table 1. LSU Eunice AY 2024-2025 General Education Outcomes					
1. Communication: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. Mathematics Analytical Reasoning: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. Natural Sciences: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. Humanities: An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.	5. Social Science: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. Art: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
pp. 452 – 471	pp. 472 – 515	pp. 516 – 528	pp. 529 – 541	pp. 542 – 564	pp. 565 – 573
1.11 ENGL 1001 SLOs Partially Met	2.21 MATH 1015/1020/1021 SLOs on Final Partially Met	2.31 BIOL 1001 SLOs Multiple Choice Questions Met	2.41 History HIST 1001, 1003, 2055, 2071, 2057 SLO questions Met	2.51 Psychology PSYC 2000, 2060, and 2070 Embedded SLO questions on topic exams Met	2.61 ART 1440/1441/2470 SLO questions on final, quiz, or written assignments Met
1.12 ENGL 1002 SLOs Met	2.22 MATH 1029 SLOs on Final Inconclusive (low n)	2.32 BIOL 1002 SLOs Multiple Choice Questions Met	2.42 CMST 1061 SLOs Met	2.52 Sociology SOCL 2001/2501 SLOs Met	2.62 Music Appreciation MUS 1751 SLOs on Final Met

Table 1. LSU Eunice AY 2024-2025 General Education Outcomes

1. Communication: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. Mathematics Analytical Reasoning: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. Natural Sciences: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. Humanities: An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.	5. Social Science: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. Art: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
1.13 ENGL 1002 Library Research Tools SLOs Met	2.23 MATH 1022 SLOs on Final Met	2.33 PHSC 1001 SLOs Multiple Choice Questions Met	2.43 ENGL 2071/2072 SLOs Met	2.53 Political Science POLS 2051 Class assessments, midterm, and final Met	
	2.24 MATH 1425 SLOs on Final Met	2.34 CHEM 1001 SLOs Multiple Choice Questions Not Met	2.44 FREN 1001/2101 Cancelled (not offered)	2.54 Geography GEOG 1001 Exams Met	
	2.25 MATH 1431 SLOs on Final Not Met			2.55 Economics ECON 2010, 2000, 2010 Met	
	2.26 MATH 1550 SLOs on Final Met				
	2.27 Peregrine Critical Thinking Met				

Table 1. LSU Eunice AY 2024-2025 General Education Outcomes

1. Communication: An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.	2. Mathematics Analytical Reasoning: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.	3. Natural Sciences: An LSU Eunice graduate will apply knowledge of natural science to the exploration and analysis of natural phenomena.	4. Humanities: An LSU Eunice graduate will demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical concepts.	5. Social Science: An LSU Eunice graduate will demonstrate an understanding of human behavior and the relationship between individuals and their societies.	6. Art: An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.
	2.28 MATH 1023 SLOs on Final Cancelled (not offered)				
	2.29 MATH 1249 Cancelled (not offered)				

General Education Objective Details by Competency

Strategic Goals

Start: 11/01/2024

End: 10/31/2025

Progress: Ongoing

New Number Identifier Field: 1. Ensure Access

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

New Number Identifier Field: 2. Student Success

Progress: Ongoing

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

New Number Identifier Field: 3. Partnerships

Progress: Ongoing

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to expand partnerships.

New Number Identifier Field: 4. Improvement

Progress: Ongoing

24-25 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

GENERAL EDUCATION GOALS-----

GE 1: Communication

Academic Affairs

GE 1. Communication

General Education Description:

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 QEP Written Communication (ENGL 1001)

Objective Number: 1.11

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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).

In fall 2023, the Louisiana Board of Regents mandated the elimination of standalone developmental education in favor of a corequisite model. Students testing into general education English Composition were placed directly in the three credit-hour ENGL 1001. Students not testing into general education English Composition were placed into the ENGL 1001T course (English Composition Course) with a three-credit hour support course.

Both ENGL 1001 and ENGL 1001T contain the same content and are transferable to other institutions of higher education. According to the Quality Enhancement Plan (QEP), the objectives are:

1.1. Quality Enhancement Plan Indirect Assessment Objective

Objective 1.1 (Indirect Assessment): The QEP seeks to increase the number of students successfully completing the gateway general education English composition course (ENGL 1001).

1.2 Quality Enhancement Plan Direct Assessment Objective

The QEP seeks to increase the achievement of student learning in ENGL 1001. The SLOs are: Upon successful completion of this course, the student will

1.2-1. Write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, and is clear.

1.2-2. Develop clear topic sentences that include the main idea of the paragraph.

1.2-3. Develop paragraph bodies with substantial support: evidence, details, and facts.

1.2-4. Use proper grammar, punctuation, mechanics, and usage throughout their writing (see section VII on page 2 of the syllabus below).

Director of IE's note: Please note that the SLOs did not change for ENGL 1001; only the SLO numbers did. The Fall 2024 sample course syllabus for ENGL 1001 is below.

1.3 Achieving the Dream Course Success Data by Demographics Variables (not within the scope of the QEP)

LSU Eunice will reduce any differences in success between demographic groups for English Composition.

Attached Files

[ENGL 1001 syllabus 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that there were no courses at the LSU Alexandria site for AY 2024-2025.

1.1 Indirect Assessment using Success Rates

Original Benchmark Written into the QEP from AY 2023-2024: Data from Institutional Research using A, B, C, or P (for Pass) only. The **tentative benchmark** is to obtain $\geq 74.9\%$ completion rate for ENGL 1001 and ENGL 1001T combined.

Rationale: The 74.9% was determined by a historical analysis of those successfully completing ENGL 1001 AY 2010-2011 through AY 2022-2023 with an n = 14,530 students (see the PDF benchmarking language from the QEP below).

Rationale: The original tentative benchmarks are based on historical data from AY 2015-2016 through AY 2022-2023, based on 6,682 students for the eight years.

Updated Tentative Benchmarks for AY 2024-2025 using A, B, C, or P (for Pass) only. Two benchmarks were set for each metric in much the same that they are used for Standard 8.1 (see Table 1). The **threshold** is a value that the institution does not want to fall below while the **goal** is the target

for the given year. In addition, Table 1 indicates that an indirect benchmark was set for the college ready ENGL 1001 and the corequisite ENGL 1001T courses. Rationales for splitting up the benchmarks in this way are in the attached PDF file below.

Table 1. 1.1 Indirect - Benchmark (as a Percent) for Gateway English Composition

Course	Description	Threshold	Goal
ENGL 1001	College Ready	≥ 70.0	≥ 75.0
ENGL 1001T	Corequisite	≥ 54.0	≥ 60.0

1.2 Direct Assessment using SLOs

Original Tentative Direct Benchmarks Written into the QEP from AY 2023-2024 for ENGL 1001/1001T will be through internal measures using the professional judgement of the English faculty based on the outcomes of the books used for the courses. The **tentative benchmarks** are:

Upon successful completion of ENGL 1001, the student will

Outcome 1.2-0: Overall ≥ 80%

Outcome 1.2-1: Essay ≥ 83%

Outcome 1.2-2: Topic sentences ≥ 88%

Outcome 1.2-3: Paragraph ≥ 91%

Outcome 1.2-4: Use proper grammar, punctuation, mechanics, and usage ≥ 78%

Updated Tentative Benchmarks for AY 2024-2025 were based on data originally included in the QEP document with consideration of the year zero results (see Table 2). As noted above, the **threshold** is a value that the institution does not want to fall below while the **goal** is the target for the given year. Not only were two benchmarks created, but benchmarks were also developed for college ready ENGL 1001 and corequisite ENGL 1001T student groups based on the course (see Table 2). Rationales for splitting up the benchmarks in this way are in the attached PDF file below.

Table 2. Direct - College Ready ENGL 1001 and Corequisite ENGL 1001T Tentative SLO Benchmarks (as a Percent)

Number	SLO	ENGL 1001		ENGL 1001T	
		Threshold	Goal	Threshold	Goal
1.2-0	Overall	≥ 70.0	≥ 75.0	≥ 70.0	≥ 74.0
1.2-1	Essay	≥ 70.0	≥ 75.0	≥ 70.0	≥ 75.0
1.2-2	Topic Sentences	≥ 70.0	≥ 80.0	≥ 70.0	≥ 75.0
1.2-3	Evidence, details	≥ 70.0	≥ 80.0	≥ 70.0	≥ 75.0
1.2-4	Grammar, Punctuation	≥ 70.0	≥ 75.0	≥ 70.0	≥ 73.0

Methodology: For ENGL 1001/1001T, Outcome One is assessed using the final exam essay. 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.

1.3 Achieving the Dream Course Success Data by Demographics Variables

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

This data is being monitored but is not yet benchmarked. In addition, it is not related to the SACSCOC Quality Enhancement Plan (QEP).

Attached Files

[Original QEP English Benchmarking.pdf](#)

[Final-BM-Rationales-2024-12-03.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was partially met with the improvement plan in the AY 2023-2024 report.

For AY 2024-2025, this report examines both the direct (student learning outcomes or SLOs) and the indirect data (final course grades) based on the students enrolled on the census day for fall 2024, and spring 2025). It also examines Achieving the Dream (ATD) demographic data including success rates broken out by ethnicity, gender, and socioeconomic status using whether or not a student received a Pell Grant for ENGL 1001 and ENGL 1001T.

Indirect Assessment

Note: This data considers fall 2024 and spring 2025 data only for all students enrolled on the census day for each semester. Summer 2024 is not included. In addition, the success rate is defined by the number of students receiving an A, B, C, or P for pass only divided the total enrolled on the census days multiplied by 100 and rounded to one decimal place.

The success rates for college ready ENGL 1001 and corequisite ENGL 1001T are detailed in the Table 3 PDF below indicating that the overall success rate for both courses is 75.7% with high school dual enrollment college ready sections performing the highest at 92.4%, then all face-to-face sites at 73.3% and eight-week online at 73.1%, and then finally 16-week online at 56.7%.

The 1,051 college ready students enrolled in ENGL 1001 had an overall success rate of 83.3% as shown in Table 3. High school dual enrollment students had a 92.4% success rate while face-to-face and online performing all at 73%. The 483 corequisite students enrolled in ENGL 1001T had a 59.2% success rate with face-to-face students succeeding at 72.8% and 16-week online succeeding at 43.8%. The general results compared to the benchmarks are shown in Table 4.

Table 4. 1.1 Indirect - AY 2024-2025 Success Rates (as a Percent) for ENGL 1001 (English Composition)					
Course	Description	Threshold	Goal	Result	Status
ENGL 1001	College Ready	≥ 70.0	≥ 75.0	83.3	met
ENGL 1001T	Corequisite	≥54.0	≥ 60.0	59.2	partially met

Next, Table 5 examines the success rate since AY 2019-2020 noting that corequisite courses did not exist prior to AY 2023-2024. The overall data, however, is presented in order to determine if the overall for the current year is comparable to the past years even with the methodological difference beginning in AY 2023-2024. For AY 2024-2025, the overall success rate for AY 2024-2025 was 75.7% exceeding both the longitudinal mean of 73.4% and the AY 2023-2024 AY value of 70.2%. The same is true for both the college ready and the corequisite success rates even though there is only two years' worth of data.

Table 5. Longitudinal ENGL 1001 Indirect Success Rates as a Percentage.								
Course	Description	19-20	20-21	21-22	22-23	23-24	24-25	Simple Mean
Overall	Overall	73.3	73.4	73.1	74.5	70.2	75.7	73.4
ENGL 1001	College Ready	--	--	--	--	75.8	83.3	79.6
ENGL 1001T	Corequisite	--	--	--	--	54.6	59.2	56.9
Number of students enrolled =		1044	1066	1115	1084	1532	1534	1229.2

Given that the observed score for

- college ready students (ENGL 1001) = 83.3% > the established benchmark of 75.0% and
- corequisite students in ENGL 1001T = 59.2% > the threshold of 54.0% but < the goal of 59.2%

this part of the objective is partially met.

Direct Assessment

The SLO data for AY 2024-2025 college ready ENGL 1001 and corequisite ENGL 1001T is detailed in Table 6. Please note that the total number of students in college ready shows 1,048 instead of 1,051 (see Table 3). The corequisite total, however, is increased by the three students. Apparently, three college ready students thought that the corequisite course would help them and took it instead of the one college ready course.

The blue shading in Table 6 indicates that students achieved an 84% overall with each specific outcome scoring an 82% or above. Next, to the blue column, the gray shaded column shows that college ready students enrolled in ENGL 1001 scored an 86% overall, an 87% on essays, a 94% on topic sentences, a 95% on evidence, and finally an 85% on grammar and punctuation. Within the college ready section, 8-week online students scored the highest at 93% with high school dual enrollment < 50% of a program scoring a 90% followed by 16-week online students at 89%, high school dual enrollment students at Eunice High School at 81% followed by LSU Eunice face-to-face students at 78%.

As one might expect, corequisite (formerly developmental) students taking ENGL 1001T taking a support course scored a bit lower. Corequisite students scored a 78% overall as shown in Table 6. The corequisite students also scored a 78% on the essay, an 88% on both the topic sentence and evidence and facts section followed by a 77% on the grammar and punctuation section (see Table 6). The LSU online students at the Baton Rouge site scored an 87%. This was followed by an 83% for 16-week online students, and then 72% for the LSU Eunice face-to-face students. LSU Eunice face-to-face students scored well on everything but grammar and punctuation at 69% which then lowered the overall score.

Table 6. AY 2024-2025 ENGL 1001 SLO Results by Site as Percentages

Description	Overall	College Ready						Corequisite			
		College Ready Overall	LSUE FF	Online 16-Wk	Online 8-Wk	EHS Dual Enr	Dual Enr < 50%	Coreq. Overall	LSUE FF	LSU Online	Online 16-Wk
1.2-0. Overall	84	86	78	89	93	81	90	78	72	87	83
1.2-1. Write an essay	84	87	84	90	94	90	86	78	80	88	74
1.2-2. Topic sentences	93	94	91	94	95	95	96	88	81	95	96
1.2-3. Evidence & facts	93	95	93	95	98	92	97	88	82	92	94
1.2-4. Grammar & punct.	82	85	75	89	93	77	89	77	69	87	86
Total assessed	1231	885	261	122	21	39	442	346	184	19	143
Total sections	82	61	34	6	3	1	17	21	12	1	8
Total registered	1534	1048	310	174	22	43	499	486	237	21	228

The longitudinal data shown in Table 7 indicates that the results from AY 2024-2025 was slightly above the data from AY 2023-2024 and the simple mean for all outcomes. Note that the longitudinal simple means included the data from spring 2015 through AY 2024-2025, but the data from spring 2015 through AY 2018-2019 are hidden due to space.

Table 7. ENGL 1001 SLO Performance Longitudinally as Percentages.							
ENGL 1001 Descriptions	19-20	20-21	21-22	22-23	23-24	24-25	Simple Mean
1.2-0. Overall	80	82	83	83	82	84	79.7
1.2-1. Essay	84	84	83	82	79	84	82.4
1.2-2. Topic Sentences	84	91	92	92	90	93	87.9
1.2-3. Evidence, details, & facts	91	94	94	94	91	93	88.9
1.2-4. Grammar & Punctuation	78	80	82	82	78	82	76.8
Total students tested	826	803	883	866	1140	1231	842.8

Table 8 summarizes the results for the AY 2024-2025 direct assessment using student learning outcomes.

Table 8. Direct - ENGL 1001 (College Ready) and ENGL 1001T (Corequisite) SLO Benchmarks (as a Percent)									
Number	SLO	ENGL 1001				ENGL 1001T			
		Threshold	Goal	Result	Decision	Threshold	Goal	Result	Decision
1.2-0	Overall	≥ 70.0	≥ 75.0	86	Met	≥ 70.0	≥ 74.0	78	Met
1.2-1	Essay	≥ 70.0	≥ 75.0	87	Met	≥ 70.0	≥ 75.0	78	met
1.2-2	Topic Sentences	≥ 70.0	≥ 80.0	94	Met	≥ 70.0	≥ 75.0	88	met
1.2-3	Evidence, details	≥ 70.0	≥ 80.0	95	Met	≥ 70.0	≥ 75.0	88	met
1.2-4	Grammar, Punct.	≥ 70.0	≥ 75.0	85	Met	≥ 70.0	≥ 73.0	77	met

Given the results in Table 8 > the established benchmarks, these outcomes are met.

Achieving the Dream (ATD) Demographic Data

As noted above, LSU Eunice became a member of ATD in 2021. As part of that grant initiative, colleges were to examine demographics in a manner that fit their institution. As a result, LSU Eunice examines success rates for the top ten highest enrolled courses including ENGL 1001 and ENGL 1001T which are combined together because the SLOs are the same.

Table 9 details the success rates for summer 2024, fall 2024, and spring 2025 showing an overall rate of 75.7%. A ± 5 percentage point variance is permitted when considering each demographic group; groups performing within the ± 5 percentage point from the overall success rate are considered as normal variance allowing for differences between student groups. Groups performing outside the ± 5 percentage point variance are noted with the administration to determine the type of support that might be appropriate to increase success rates. Note that this objective is not benchmarked and is not considered to be part of the QEP.

For Ethnicity, only four groups came close or met the requirement of having 30 students with students not declaring their ethnicity succeeding at 72.7%; this being within the ± 5 percentage point variance (see Table 9 attached as a PDF below). Black students succeeded at 63.5%; students declaring two or more races succeeded at 88.1%, and White (non-Hispanic) students succeeded at 81.6%; all being outside the ± 5 percentage point variance having an 81.6%. The data shows that both gender groups were within the ± 5 percentage point variance while neither group based on socioeconomics using eligibility for a Pell Grant were within the ± 5 percentage point variance.

Given the results above and weighing the student learning outcomes as more important than the indirect success rates, this outcome is met.

Attached Files

[Table 3 ENGL 1001 Success Rates.pdf](#)

[Table 9 ATD Demographics.pdf](#)

Table 9. ENGL 1001 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	10	0.6	8	80.0	Female	1124	70.2	866	77.0	N	994	62.0	821	82.6
Asian	18	1.1	18	100.0	Male	478	29.8	346	72.4	Y	608	38.0	391	64.3
Black (non-Hispanic)	520	32.5	330	63.5	Total	1602	100	1212	75.7	Total	1602	100	1212	75.7
Hispanic of any race	31	1.9	20	64.5										
Native Hawaiian /Pacific Island	0	0.0	0	--										
Nonresident Alien	0	0.0	0	#DIV/0!										
Not reported	33	2.1	24	72.7										
Two or more races	67	4.2	59	88.1										
White (non-Hispanic)	923	57.6	753	81.6										
Total	1602	100.0	1212	75.7										

Lower boundary = 70.7%

Overall = 75.7%

Upper boundary = 80.7%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date). The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

6/12/2025

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve learning by

Data for outcome 1 is collected through the final exam process:

College ready outcome 1 - essay:

- Fall 2024 Face-to-face: Given more examples of cause and effect essays.
- Fall 2024 8-week online: more forum discussion.

- Fall 2024 16-week online: include more than one forum discussion per week to facilitate participation.
- Fall 2024 High school dual enrollment: review with students prior to the final.
- Spring 2025: Include a preparation activity.

Corequisite outcome 1 - essay:

- Fall 2024 16-week online: modifying course sequencing
- Spring 2025: Review and teach grammar specific to areas lacking.

College ready and corequisite outcomes 2-4 - multiple choice assessment:

English Faculty will review the multiple-choice assessment of outcomes 2-4 to determine if items need to be refined and/or replaced for clarity and to make sure each item aligns with faculty members' instruction.

Attached Files

[Fa 24 college ready HS Dual Enrollment.pdf](#)

[Fa 24 college ready 8-wk online.pdf](#)

[Fa 24 college ready 16-wk online.pdf](#)

[Fa 24 corequisite 16-wk online.pdf](#)

[Sp 25 college ready HS dual enrollment.pdf](#)

[Sp 25 corequisite face-to-face.pdf](#)

RELATED ITEM LEVEL 1

24-25 Written Communication (ENGL 1002)

Objective Number: 1.12

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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) ENGL 1002 (second semester English Composition).

SLOs for ENGL 1002 are: Upon successful completion of this course, the student will

5. 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.
6. 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 fall 2024 sample course syllabus for ENGL 1002 (see file below)

Attached Files

[ENGL 1002 syllabus 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that LSU Alexandria did not have any courses during AY 2024-2025.

A benchmark of 70% has been used since fall 2019. The 70% is the lowest average grade that is transferable for ENGL 1002.

Achieving the Dream Course Success Data by Demographics Variables

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

This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

Direct Assessment of SLOs

For AY 2024-2025, there were 1,036 students enrolled in ENGL 1002 for the census days of fall 2024 and spring 2025. Of those, 914 (88.2%) were assessed for student learning (see Table 1). Note that Table 1 indicates the sites where ENGL 1002 was offered; it was not offered at any other location. The results indicate that overall was an 81% with an 82% on outcome 1 and a 75% on outcome 2. Sixteen-week online students scored the highest at 90%, then the 8-week online students at 88%. This was followed by the LSU Eunice face-to-face students at 79%, then the high school dual enrollment sites at 77%. Each site also met the individual outcome benchmark as well.

Table 1. ENGL 1002 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	81	79	90	88	77
1. Thesis statements, organization, development, clarity	82	80	95	95	75
2. Use of library research tools, quoting, paraphrasing, and citing.	75	71	82	80	73
Total number of students tested	914	257	165	72	420
Total number of sections	43	15	7	3	18
Total number of students enrolled	1036	307	198	88	443

Table 2 presents longitudinal data since the outcomes were changed in the fall of 2016. While the scores from AY 2024-2025 were not the highest during the period studied, they were comparable to the AY 2023-2024 results and higher than the longitudinal simple mean of 77.3%.

Table 2. ENGL 1002 SLO Longitudinal Results as a Percentage

ENGL 1002 Descriptions	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	68	69	75	77	78	83	83	82	81	77.3
1. Thesis statements, organization, development, clarity	72	73	77	80	81	84	86	84	82	79.9
2. Use of library research tools, quoting, paraphrasing, and citing.	62	65	73	73	74	81	80	78	75	73.4
Total number of students tested	397	700	702	658	596	633	655	878	914	681.4

Achieving the Dream Demographic Information

Table 3 examines the demographic information for ENGL 1002. According to Institutional Research, there were 1,097 students enrolled in ENGL 1002 on the census days for summer 2024, fall 2024, and spring 2025. Note that this is different from the SLO data above that is assessed for fall 2024 and spring 2025; summer 2024 is not included. Table 3 indicates that 962 (87.7%) of the enrolled students earned an A, B, C, or P for pass. This establishes the ± 5 percentage point variance of 82.7% as the lower bound and 92.7% as the upper bound. It is expected that most student groups performed within the ten-point variance thus allowing for any variation between the groups. Student groups will be flagged as green if the score is within the 10% points and red if outside the 10% providing that there are at least 30 students in the group.

For Ethnicity, Black (non-Hispanic) students succeeded at a rate of 82.5%; this is below the 82.7% boundary by just 0.5 of a percentage point. Next, students not reporting their Ethnicity, having two or more races, and were White (non-Hispanic) all performed within the ± 5 percentage point allowed variance. For gender, female students performed at 87.0% and male students performed at 89.3%; both within the ± 5 percentage point allowed variance. Finally, socioeconomic status was determined by whether the student was eligible for a Pell Grant or not. Students not eligible for a Pell grant performed at a rate of 90.2% within the +5-percentage point variance. However, Pell eligible students performed at 81.9%; just below the 82.7% allowance.

Summary

Given that the observed value of 81% overall > the established benchmark of 70%, this outcome was met.

Attached Files

[Table 3 ENGL 1002 ATD AY 24-25.pdf](#)

Table 3. ENGL 1002 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	5	0.5	4	80.0	Female	769	70.1	669	87.0	N	766	69.8	691	90.2
Asian	14	1.3	11	78.6	Male	328	29.9	293	89.3	Y	331	30.2	271	81.9
Black (non-Hispanic)	268	24.4	221	82.5	Total	1097	100	962	87.7	Total	1097	100	962	87.7
Hispanic of any race	21	1.9	19	90.5										
Native Hawaiian /Pacific Island	0	0.0	0	--										
Nonresident Alien	0	0.0	0	#DIV/0!										
Not reported	26	2.4	22	84.6										
Two or more races	55	5.0	48	87.3										
White (non-Hispanic)	708	64.5	637	90.0										
Total	1097	100.0	962	87.7										

Lower boundary = 82.7%

Overall = 87.7%

Upper boundary = 92.7%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date). The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

6/12/2025

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

Outcomes 1-2 - multiple choice assessment:

English Faculty will review the multiple-choice assessment of outcomes 1-2, particularly focusing on the items used to assess content understanding and research format knowledge. Focus will be on determining if the passages align with the reading comprehension levels used in the course itself. Faculty will determine which items need to be refined and/or replaced to accomplish this.

RELATED ITEM LEVEL 1

24-25 GE-Library Research Tools

Objective Number: 1.13

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will demonstrate competency in using library research tools in the ability to cite from both primary and secondary sources.

This objective will be assessed using SLO #2 from ENGL 1002:

Upon successful completion of this course, the student will

2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

The ENGL 1002 course syllabus is attached below as evidence.

Attached Files

[ENGL 1002 syllabus 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),

- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that LSU Alexandria did not have any courses during AY 2024-2025.

A benchmark of 70% has been used since fall 2019. The 70% is the lowest average grade that is transferable for ENGL 1002.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, There were a total of 1,036 students enrolled on the census day for fall 2024 and spring 2025 with 914 (88.2%) being assessed for learning (see Table 1). Table 1 also indicates that the site which the course was offered at; it was not offered at any other site. The results indicated that the students scored a 75% on the library research outcome. Sixteen-week online scored the highest at 82%, then 8-week online at 80% followed by high school dual enrollment at 73%, and finally the students at the LSU Eunice face-to-face site at 71%.

Table 1. ENGL 1002 SLO Results for Information Literacy by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.	75	71	82	80	73
Total number of students tested	914	257	165	72	420
Total number of sections	43	15	7	3	18
Total number enrolled on census days	1036	307	198	88	443

The longitudinal data shown in Table 2 shows that the results for the SLO had a problematic beginning in AY 2016-2017, then scores increased and peaked at 81% in AY 2021-2022 and then slid backward to AY 2024-2025. While the 75% from AY 2024-2025 is below that of AY 2023-2024 and slightly above the simple mean for the time period shown.

Table 2. ENGL 1002 SLO Longitudinal Results as a Percentage										
ENGL 1002 Descriptions	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.	62	65	73	73	74	81	80	78	75	73.4
Total number of students tested	397	700	702	658	596	633	655	878	914	681.4

Given that the observed score of 75% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

English faculty and adjunct instructors will discuss their teaching of the research process to identify any gaps, making sure to verify that all instructors are mandating the use of digital aspects in the library research process to cite from both primary and secondary sources.

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: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 QEP Competency in Mathematics - College Algebra (MATH 1015/1020/1021)

Objective Number: 2.21 Mathematics QEP

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 following will be used to assess this outcome:

- MATH 1015 - Applied College Algebra is a 3-credit hour gateway course for students primarily seeking two-year degrees. It is transferable for students seeking four-year degrees not needing theoretical College Algebra (i.e. many nursing/allied health and arts majors for example). Entry into the course requires an ACT Mathematics score ≥ 19 .
- MATH 1015T (Applied College Algebra - the same as MATH 1015 - with a three-credit hour corequisite support) for students having an ACT mathematics score < 19 . MATH 0016 is the required 3-credit hour support (corequisite) course whereby faculty provide "just in time" tutoring on topics causing students difficulty. MATH 1015T uses the same syllabus as MATH 1015. In the past, these students were placed into standalone developmental education courses.
- MATH 1020 - College Algebra for STEM majors is a 5-hour gateway course. Students taking MATH 1020 earn 3-credit hours for College Algebra that are transferable. The remaining 2-credit hours are "front-loaded" developmental education mathematics topics that students have difficulty with. The course is recommended for those students requiring College Algebra as opposed to Applied College Algebra and have an ACT Mathematics Score of 19-21. LSU Eunice was permitted to offer the course because the default placement is a gateway mathematics course and not a developmental mathematics course.
- MATH 1021 - College Algebra for STEM majors is a 3-hour gateway course that is transferrable; this being the same 3-credit College Algebra earned in MATH 1020. MATH 1021 is meant for those who are transferring to four-year institutions toward STEM or non-STEM degrees needing trigonometry. MATH 1021, however, is the default placement for students with an ACT Mathematics score of 22+.

- MATH 1021T - College Algebra with support. MATH 1021T is the same College Algebra material taught in MATH 1020 and MATH 1021; however, there is no ACT Mathematics score required for placement. MATH 0022 is the required 3-credit hour support (corequisite) course whereby faculty provide "just in time" tutoring on topics causing students difficulty. MATH 1021T uses the same syllabus as MATH 1021.

The syllabus for MATH 1015, 1020, and 1021 are below for documentation purposes. All three courses give a similar final exam with the only difference being the MATH 1015 exam which is focused on application.

2.1. Quality Enhancement Plan Direct Assessment

The Quality Enhancement Plan (QEP) seeks to increase the number of students successfully completing the gateway general education mathematics courses (MATH 1015/1015T, MATH 1020, or MATH 1021/1021T).

2.2. Quality Enhancement Plan Direct Assessment

The Quality Enhancement Plan seeks to increase the achievement of student learning outcomes in MATH 1015/1015T, MATH 1020, and MATH 1021/1021T, according to the syllabus for each course, the student, upon successful completion of the course, will:

- 2.1-1. Solve equations and inequalities algebraically or graphically,
- 2.1-2. Evaluate and interpret function values / Perform operations on functions, and
- 2.1-3. Graph functions.

2.3. Achieving the Dream Demographics (not related to the QEP)

LSU Eunice will reduce any differences in success between demographic groups for College Algebra (MATH 1015 and MATH 1015T only as no other mathematics courses are one of the top ten most enrolled courses).

Attached Files

[MATH 1021 SYLLABUS AY2024 2025.pdf](#)

[MATH 1015 SYLLABUS AY2024 2025.pdf](#)

[MATH 1020 SYLLABUS AY2024 2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

2.1. Indirect Assessment using Grades

Updated Tentative Benchmarks using A, B, C, or P (for Pass) only. Two benchmarks were set for each metric in much the same that they are used for Standard 8.1 (see Table 1). The **threshold** is a value that the institution does not want to fall below while the **goal** is the target for the given year. In addition, Table 1 indicates that an indirect benchmark was set for the college ready courses and the corequisite courses. Rationales for splitting up the benchmarks in this way are in the attached PDF file below.

Table 1. 2.1 Indirect - Benchmark (as a Percent) for College Algebra			
Course	Description	Threshold	Goal
MATH 1015	College Ready	≥ 55.0	≥ 60.0
MATH 1015T	Corequisite	≥ 29.0	≥ 40.0
MATH 1020/21	College Ready	≥ 56.0	≥ 60.0
MATH 1021T	Corequisite	≥ 29.0	≥ 40.0

Previous Benchmark: The **tentative benchmark** is to obtain $\geq 57.8\%$ completion rate.

Rationale: The original indirect benchmark for all mathematics courses of 57.8% was determined by a historical analysis of those successfully completing the three courses from AY 2010-2011 through AY 2022-2023 with an $n = 12,065$ students. After completing the QEP for AY 2023-2024, it was obvious setting one indirect benchmark was a misstep and the benchmark needed to be revised. The rationales are in the attached PDF below in red on page 4.

2.2. Direct Assessment

Updated Tentative Benchmarks are based on assessments of student learning for college algebra utilizing direct internal measures based upon the professional judgement of the mathematics faculty and the outcomes of the books used for the courses. 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 1015/1015T, MATH 1020, and MATH 1021/1021T final exams at **all sites and all delivery methods**. As noted above, the **threshold** is a value that the institution does not want to fall below while the **goal** is the target for the given year. Not only were two benchmarks created, but benchmarks were also developed for college ready and corequisite student groups based on the course (see Table 2). Rationales for splitting up the benchmarks in this way are in the attached PDF file below.

Table 2. Direct - MATH 1015 (College Ready) & MATH 1015T (Corequisite) SLO Benchmarks (as a Percent)

Number	SLO	MATH 1015		MATH 1015T	
		Threshold	Goal	Threshold	Goal
2.2-0	Overall	≥ 70.0	≥ 75.0	≥ 70.0	≥ 73.0
2.2-1	Equations	≥ 70.0	≥ 73.0	≥ 70.0	≥ 73.0
2.2-2	Functions	≥ 70.0	≥ 75.0	≥ 70.0	≥ 73.0
2.2-3	Graphing	≥ 70.0	≥ 75.0	≥ 70.0	≥ 73.0

Table 3. Direct - MATH 1020 & MATH 1021 (College Ready), and MATH 1021T (Corequisite) SLO Benchmarks (as a Percent)

Number	SLO	MATH 1020 & MATH 1021		MATH 1021T	
		Threshold	Goal	Threshold	Goal
2.2-0	Overall	≥ 70.0	≥ 73.0	≥ 55.0	≥ 60.0
2.2-1	Equations	≥ 70.0	≥ 73.0	≥ 55.0	≥ 60.0
2.2-2	Functions	≥ 70.0	≥ 73.0	≥ 55.0	≥ 60.0
2.2-3	Graphing	≥ 70.0	≥ 73.0	≥ 55.0	≥ 60.0

Previous Tentative Benchmarks:

2.2-0. Overall SLOs: ≥ 73%.

2.2-1. Solve equations ≥ 70.9%

2.2-2. Operations with functions ≥ 76.6%

2.2-3. Graph Functions ≥ 73.7%

Rationale: The tentative benchmarks were from a historical analysis of the overall SLO statistics from AY 2010-2011 through AY 2020-2021 with an n = 8,227 students. Again, it was noted in QEP meetings during AY 2023-2024 that creating the benchmarks from historical data was a misstep and needed to be rethought (please see the rationales for the changes in the attached PDF below on page 4).

2.3. Achieving the Dream Course Success Data Demographics Indirect Measures

LSU Eunice became an Achieving the Dream Institution in January 2021. LSU Eunice is using the overall proportion of student success (A, B, C, and P for pass) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for

socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

This data is being monitored but is not yet benchmarked. In addition, it is not related to the SACSCOC Quality Enhancement Plan (QEP) and does not determine whether the objective is met or not. As noted above, MATH 1015 and 1015T are the only mathematics courses that is one of the most top ten courses taken.

Attached Files

[Final BM and Rationales from 2024-12-03 meeting.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with the improvement plan in the AY 2023-2024 report.

Note: The reader will notice a difference in the total n in each course based on the discussion centers on indirect or direct measures. This is most likely due to special permissions to add or drop courses after the census day for each semester. No effort was made to equalize the total n's from the indirect and direct data.

For AY 2024-2025, this report examines both the direct (student learning outcomes or SLOs) and the indirect data (final course grades based on the students enrolled on the census day of fall 2024 and spring 2025). It also examines Achieving the Dream (ATD) demographic data including success rates broken out by ethnicity, gender, and socioeconomic status using whether or not a student received a Pell Grant for MATH 1015 & 1015T only.

Indirect Assessment

Note: This data considers fall 2024 and spring 2025 data only for all students enrolled on the census day for each semester. Summer 2024 is not included. In addition, the success rate is defined by the number of students receiving an A, B, C, or P for pass only divided by the total enrolled on the census days multiplied by 100 and rounded to one decimal place.

For all students enrolled in **MATH 1015** (college ready) and **MATH 1015T** (corequisite), the results were 815 enrolled with 399 (49.0%) succeeding (see Table 4 below). In examining the data for all students taking MATH 1015 and MATH 1015T, Eight-week online students succeeded at 70%; however, the one section had an n of 10. Face-to-face sections scored a 55.6% success while modular face-to-face had a 62.1% success rate. The two courses differed in that modular was computer based while the other face-to-face had instructors leading the lecture. Sixteen-week online had a success rate of only 37.8%. In separating college ready from corequisite sections, the college ready students had an overall success rate of 65.9% with an overall n = 299 while the corequisite students had a 39.1% success rate with an n = 516. In both cases, sixteen-week online students had the lowest success rate.

Next, students in the five-hour **MATH 1020** had a total enrollment of 246 students with 200 (81.3%) students succeeding (see Table 5 below). As Table 5 indicates, the high school dual enrollment students had the highest success rate at 89.3% with sixteen-week online next at 70.6%, and then the LSU Eunice face-to-face students at 64.2%.

Finally, for **MATH 1021** and **MATH 1021T** both, there were a total of 312 students with 145 (46.5%) of them succeeding. High school dual enrollment students had a 100% success rate with an $n = 23$ (see Table 6 below). In addition, LSU Eunice face-to-face students had a 43.9% success rate with an $n = 189$ and the 16-week online had a success rate of 39.0% with an $n = 100$. College ready students enrolling in MATH 1021 had an overall success rate of 70.4% with a total of 108 students enrolled. Corequisite MATH 1021 students had an overall success rate of 33.8% with 204 students enrolled. A summary of the success rates compared to the benchmarks are detailed in Table 7.

Table 4
Louisiana State University at Eunice

MATH 1015 (Regular) & 1015T (with Support) Indirect Assessment
(Success Summary using Final Grades of A, B, C, P only)
Fall 2024-Spring 2025

Fall 2024-Spring 2025 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1015/1015T (CMAT 1203) Totals	104	156	139	55	168	193	0	0	815	399	49.0
All face-face all sites no modular	67	103	82	39	66	96	0	0	453	252	55.6
All modular face-to-face	6	8	4	0	4	7	0	0	29	18	62.1
All 16-wk online	28	41	53	15	98	88	0	0	323	122	37.8
All 8-wk online	3	4	0	1	0	2	0	0	10	7	70.0
Dual enrollment all sites									0	0	--
College Ready MATH 1015	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites no modular	48	41	26	3	18	15	0	0	151	115	76.2
All modular face-to-face	6	8	4	0	4	7	0	0	29	18	62.1
Online 16-wk	18	19	20	5	28	19	0	0	109	57	52.3
Online 8-wk	3	4	0	1	0	2	0	0	10	7	70.0
Dual enrollment all sites									0	0	--
MATH 1015 (CMAT 1203) Totals	75	72	50	9	50	43	0	0	299	197	65.9
Corequisite MATH 1015	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites	19	62	56	36	48	81	0	0	302	137	45.4
Online 16-wk	10	22	33	10	70	69	0	0	214	65	30.4
Online 8-wk									0	0	--
Dual Enrollment all sites									0	0	--
MATH 1015T (CMAT 1203) Totals	29	84	89	46	118	150	0	0	516	202	39.1

Note: Blank cells indicate that sections were not offered using that methodology.

Table 6
Louisiana State University at Eunice
MATH 1021 (Regular) & 1021T (with Support) Indirect Assessment
(Success Summary using Final Grades of A, B, C, P only)
Fall 2024-Spring 2025

Fall 2024-Spring 2025 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1021/1021T (CMAT 1213) Totals	38	51	56	24	65	77	1	0	312	145	46.5
LSUE face-face site	12	26	45	16	37	52	1	0	189	83	43.9
All modular face-to-face	0	0	0	0	0	0	0	0	0	0	#DIV/0!
All 16-wk online	12	19	8	8	28	25	0	0	100	39	39.0
All 8-wk online	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual enrollment all sites	14	6	3	0	0	0	0	0	23	23	100.0
College Ready MATH 1021	A	B	C	D	F	W	I	NC	Total	n Success	% Success
LSUE face-face site	7	9	15	4	5	6	0	0	46	31	67.4
All modular face-to-face									0	0	#DIV/0!
Online 16-wk	11	7	4	3	3	11			39	22	56.4
Online 8-wk									0	0	#DIV/0!
Dual enrollment all sites	14	6	3	0	0	0	0	0	23	23	100.0
All MATH 1021 (CMAT 1213) Totals	32	22	22	7	8	17	0	0	108	76	70.4
Corequisite MATH 1021	A	B	C	D	F	W	I	NC	Total	n Success	% Success
LSUE face-face site	5	17	30	12	32	46	1	0	143	52	36.4
Online 16-wk	1	12	4	5	25	14	0	0	61	17	27.9
Online 8-wk									0	0	#DIV/0!
Dual Enrollment all sites									0	0	#DIV/0!
All MATH 1021T (CMAT 1213) Totals	6	29	34	17	57	60	1	0	204	69	33.8

Note: Blank cells indicate that sections were not offered using that methodology.

Table 7. 2.1 Indirect - AY 2024-2025 Success Rates (as a Percent) for College Algebra

Course	Description	Threshold	Goal	Result
MATH 1015	College Ready	≥ 55.0	≥ 60.0	65.9
MATH 1015T	Corequisite	≥ 29.0	≥ 40.0	39.1
MATH 1020/21	College Ready	≥ 56.0	≥ 60.0	78.0
MATH 1021T	Corequisite	≥ 19.0	≥ 28.0	33.8

Table 8 examines the longitudinal data for the two years of the corequisite program being implemented in AY 2023-2024. Comparing the results from AY 2023-2024 to AY 2024-2025, Table 8 suggests that the indirect success rates increased for the five different sections of College Algebra offered and that the AY 2023-2024 results were greater than the simple mean in each case.

Table 8. Longitudinal Indirect Success Rates as a Percentage.

Course	Description	23-24	24-25	Mean
MATH 1015	College Ready	55.1	65.9	60.5
MATH 1015T	Corequisite	29.8	39.1	34.5
Number of students enrolled =		1002	815	908
MATH 1020/21	College Ready	59.6	78.0	68.8
MATH 1021T	Corequisite	18.9	33.8	26.4
Number of students enrolled =		781	558	669

Direct Assessment of SLOs using the Final Exam: MATH 1015 and MATH 1015T - Applied College Algebra

For college ready MATH 1015 and corequisite MATH 1015T, there were a total of 816 students enrolled in 33 sections on the census days for fall 2024 and spring 2025 semesters with 491 (60.2%) assessed for learning (see Table 9). Table 9 also details that the corequisite sections were offered at the LSU Eunice site face-to-face and 16-week online sections only while college ready sections were offered at the LSU Eunice face-to-face with a faculty member leading the course, both 8-week and 16-week online, and LSU Eunice face-to-face modular (computer based) sections.

Overall, students scored a 76%; a 67% on outcome 1; a 78% on Outcome 2; an 83% on outcome 3. As one might expect, college ready students scored better than students needing the corequisite course having both MATH 1015 (T) and a support course to offer just in time tutoring and

additional work on specific subjects causing students issues (see the shaded columns in Table 9). The data indicates that students had the most issues with outcome

2.2-1 - solving equations.

Table 9. SLO results for MATH 1015 AY 2024-2025 as Percentages.									
		College Ready					Support Course		
MATH 1015 SLO Description	Overall	College Ready Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular	Coreq Overall	LSUE FF	Online 16-Wk
2.2-0. Overall	76	82	84	77	80	85	70	71	68
2.2-1. Solve Equations	67	74	76	69	78	84	60	59	65
2.2-2. Functions	78	84	84	83	84	86	72	73	72
2.2-3. Graph Functions	83	87	92	79	79	84	79	83	68
Total number tested	491	223	124	73	8	18	268	197	71
Total number of sections	33	11	5	3	1	2	22	15	7
Total number enrolled	816	296	151	108	8	29	520	306	214

Table 10 presents a historical examination of the data for all students enrolled in MATH 1015 and MATH 1015T from Table 9 (far left "Overall" shaded column). The table shows the longitudinal data from AY 2019-2020 through AY 2022-2023 when traditional standalone developmental courses were offered and then for the first two years of the corequisite methodology. The longitudinal data in Table 10 shows that solving equations traditionally scored below the other outcomes since AY 2020-2021. Given the shortcoming on 2.2-1, the overall score was higher than AY 2023-2024 and comparable to past years given that the overall simple mean is only 0.1 of a percentage point difference from the overall from AY 2024-2025. Note that the simple mean is calculated from AY 2013-2014 through AY 2024-2025; however, AY 2013-2014 through AY 2018-2019 are hidden for space.

Table 10. Overall MATH 1015 Longitudinal SLO Data by Academic Year as a Percentage.

MATH 1015 SLO Description	19-20	20-21	21-22	22-23	23-24	24-25	Mean
2.2-0. Overall	75	75	75	79	72	76	76.1
2.2-1. Solve Equations	76	71	73	73	66	67	73.9
2.2-2. Functions	75	77	77	80	76	78	77.4
2.2-3. Graph Functions	77	78	79	84	78	83	78.9
Total number tested	269	297	300	311	580	491	350.9

Because the benchmarks were set for college ready sections separate from the corequisite sections, two additional tables are shown for comparison purposes. Table 11 shows a remarkable increase for the college ready students from AY 2023-2024 to AY 2024-2025 with all values for the current year being greater than the simple mean.

Table 11. MATH 1015 College Ready Longitudinal SLO Data by Academic Year as a Percentage.

MATH 1015 SLO Description	23-24	24-25	Mean
2.2-0. Overall	76	82	78.9
2.2-1. Solve Equations	69	74	71.7
2.2-2. Functions	80	84	82.0
2.2-3. Graph Functions	80	87	83.5
Total number tested	319	223	271

Table 12 shows the performance of students taking the corequisite MATH 1015T course. It suggests some improvements with graphing functions. It also shows that both solving equations and the manipulation of functions were equal from AY 2023-2024 to AY 2024-2025.

Table 12. MATH 1015T Corequisite Longitudinal SLO Data by Academic Year as a Percentage.			
MATH 1015 SLO Description	23-24	24-25	Mean
2.2-0. Overall	68	70	69.2
2.2-1. Solve Equations	60	60	60.2
2.2-2. Functions	72	72	72.2
2.2-3. Graph Functions	69	79	73.9
Total number tested	261	268	264.5

More importantly, Tables 11 and 12 suggest that both sets of students need assistance with solving equations. It also suggests that corequisite students can graph functions (on the calculator) but are challenged with the manipulation of functions and outright have difficulty with solving equations. This was confirmed by examining an Item Analysis examining questions on the final exam from the face-to-face sections having a less than 60% success rate for both sets of students (see Table 13). The face-to-face sections were used given the size of the population and that generating an item analysis is rather difficult from the online sections given that the questions are randomized. Table 13 indicates that four of the most missed problems came from SLO 1 while seven of the most missed problems came from SLO 2; none of the most missed problems were from SLO 3 (graphing). Some of the questions were rather straightforward problems, having only one to two steps.

Table 13. Item Analysis for MATH 1015 & MATH 1015T AY 2024-2025
Probability of Success was < 60%

Question	SLO	% Correct	1015	1015T	Problem Description
16	2.2-2	59.49		x	Application - ball problem
30	2.2-1	58.97	x	x	Find the inverse of $5x + 3$
19	2.2-1	54.87	x	x	Application - compound interest
29	2.2-2	52.82		x	Composition of functions
18	2.2-1	50.77	x	x	Solution of a trinomial - factoring a not equal to 1
25	2.2-2	46.15	x	x	Finding $(f-g)(x)$ of two linear functions
17	2.2-1	43.59	x	x	Application - ball problem
39	2.2-1	52.56	x	x	Solving rational equations
8	2.2-1	40.51	x	x	Solving formula $F = (9/5)C + 32$ for C
26	2.2-2	28.72	x	x	Domain of $(f/g)(x)$ - top & bottom linear
22	2.2-1	20.00	x	x	Inverse variation
11 (27.5%) out of 40 questions had a probability of success < 60% for corequisite students					

Achieving the Dream Demographic Data for MATH 1015 and MATH 1015T

Table 14 attached as a PDF below considers the data for all students taking MATH 1015 or MATH 1015T for summer 2024, fall 2024, and spring 2025 (not just fall 2024 and spring 2025). This data is calculated for LSU Eunice's involvement with Achieving the Dream; however, it is not benchmarked and does not offer input to whether the objective is met or not.

There were 862 students enrolled on the census days for summer 2024, fall 2024, and spring 2025 with 422 (49.0%) of them earning an A, B, C, or P (for pass) for MATH 1015 for college ready students and MATH 1015T for corequisite students taking both the MATH 1015T and support courses. LSU Eunice established a ± 5 percentage point variance for the performance of three demographic groups. Groups that have at least 30 members are flagged red or green if they perform within or outside of the margin of variance established around the success rate. (see Table 14). Because the success rate is 49.0%; adding and subtracting five percentage points yields a range from 44.0% to 54% as an acceptable range for which student's groups to perform acknowledging that not all groups perform the same.

In terms of Ethnicity, Table 14 shows that Black (non-Hispanic) students performed at 35.4% while White (non-Hispanic) students performed at a rate of 56.6%; both outside the expected variance. The two groups discussed were the only two that met the threshold of 30 students in each group. Next, the student groups viewed by gender and socioeconomic status (examined in terms of the eligibility for a Pell Grant) suggested that both groups were within the ± 5 percentage point variance.

Table 14. MATH 1015 and 1015T Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	4	0.5	3	75.0	Female	719	83.4	351	48.8	N	343	39.8	184	53.6
Asian	8	0.9	5	62.5	Male	143	16.6	71	49.7	Y	519	60.2	238	45.9
Black (non-Hispanic)	277	32.1	98	35.4	Total	862	100	422	49.0	Total	862	100	422	49.0
Hispanic of any race	17	2.0	11	64.7										
Native Hawaiian /Pacific Island	0	0.0	0	#DIV/0!										
Nonresident Alien	0	0.0	0	#DIV/0!										
Race/Ethnicity Unknown	10	1.2	3	30.0										
Two or more races	48	5.6	20	41.7										
White (non-Hispanic)	498	57.8	282	56.6										
Total	862	100.0	422	49.0										

Lower boundary = 44.0%

Overall = 49.0%

Upper boundary = 54.0%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date) per AY defined as summer, fall, and spring. The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Direct Assessment of SLOs using the Final Exam: MATH 1020, MATH 1021, and MATH 1021T - College Algebra

The data for theoretical College Algebra meant for STEM majors is considered (see Table 15). Table 15 shows that there were 561 students enrolled in the three College Algebra courses on the census day for fall 2024 and spring 2025 with 377 (67.2%) being assessed for learning. Table 15 also denotes the sites at which the three courses were offered; MATH 1020/1021 and MATH 1021T were not offered at any other site. Overall, the college ready students scored a 76% overall; at 72% on outcome 1; an 80% on outcome 2; and a 77% on outcome 3. Sixteen-week online scored the highest at 80%, then high school dual enrollment at 79%, then LSU Eunice face-to-face at 71%, and then finally Eunice High School dual enrollment at 69% (note the $n = 13$). All college ready sites met the overall benchmark except Eunice which fell one percentage point short.

Corequisite students having both the College Algebra course along with a support course scored a 62% overall with a 59% on outcome 1 and a 63% on outcomes 2 and 3. Sixteen-week online students scored the highest at 67% overall with LSU Eunice face-to-face scoring a 60% overall.

Table 15. SLO results for MATH 1020/1021 (College Algebra) only AY 2024-2025 as a Percentage.

SLO Description	Overall	College Ready					Corequisite		
		College Ready Overall	LSUE FF	Online 16-Wk	EHS Dual Enr	Dual Enr < 50%	Coreq. Overall	Online 16-Wk	LSUE FF
2.2-0. Overall	72	76	71	80	69	79	62	67	60
2.2-1. Solve Equations	68	72	66	82	57	73	59	71	55
2.2-2. Function	75	80	74	81	76	84	63	69	61
2.2-3. Graph Functions	73	77	75	76	72	79	63	60	64
Total number of tested	377	261	82	53	13	113	116	27	89
Total number of sections	24	15	5	3	1	6	9	2	7
Total number enrolled	561	357	101	73	14	169	204	61	143

Similar to the discussion on MATH 1015 and MATH 1015T, longitudinal tables are presented with the first being the overall showing AY 2019-2020 through 2024-2025 (see Table 16). Please keep in mind that LSU Eunice had standalone developmental courses prior to AY 2023-2024. Note also that the simple means reflect the data from AY 2013-2024 through AY 2024-2025; the data from AY 2013-2014 through AY 2018-2019 hidden due to space. Table 16 indicates a drop in scores in the first year of the corequisite program during AY 2023-2024. Given that, Table 16 also indicates that the scores for AY 2024-2025 rebounded and were comparable to AY 2022-2023. Further, the scores from AY 2024-2025 were at or exceeded the means for the overall and the individual outcomes.

Table 16. Overall MATH 1020/1021/1021T Longitudinal SLO Results by AY as a Percent

Description	19-20	20-21	21-22	22-23	23-24	24-25	Mean
2.2-0. Overall	76	74	73	71	65	72	71.7
2.2-1. Equations/Inequalities	72	71	66	65	61	68	68.5
2.2-2. Function	79	76	77	76	69	75	76.0
2.2-3. Graph Functions	78	76	73	73	66	73	72.6
Total number of tested	344	304	322	316	432	377	351.6

Next, the results for college ready students by their test scores are shown in Table 17. The results for AY 2024-2025 exceeded both the results from AY 2023-2024 and the simple mean for the two academic years.

Table 17. MATH 1020/1021 College Ready Longitudinal SLO Results by AY as a Percent

Description	23-24	24-25	Mean
2.2-0. Overall	72	76	74.1
2.2-1. Equations/Inequalities	69	72	70.3
2.2-2. Function	75	80	77.4
2.2-3. Graph Functions	73	77	75.0
Total number of tested	273	261	267

In addition, the data for the corequisite students is shown in Table 18; this being the first time the data was separated in this manner. Prior to AY 2023-2024, these students were in standalone developmental courses; however, the current methodology is to place them directly into College Algebra with a support class taken at the same time. Students in the MATH 1021T sequence scored quite a bit higher than the first year of the program in AY 2023-2024. As a result, the AY 2024-2025 results were also above the simple means as shown in Table 18.

Table 18. MATH 1021T Corequisite Longitudinal SLO Results by AY as a Percent

Description	23-24	24-25	Mean
2.2-0. Overall	53	62	57.3
2.2-1. Equations/Inequalities	47	59	52.8
2.2-2. Function	57	63	59.9
2.2-3. Graph Functions	55	63	59.1
Total number of tested	159	116	137.5

The last point of discussion for MATH 1020, 1021, and 1021T is an item analysis based on the corequisite face-to-face students (see Table 19). The face-to-face sections were used given the size of the population and that generating an item analysis is rather difficult from the online sections given that the questions are randomized. The data in Table 19 shows the most missed questions on the final exams for fall 2024 and spring 2025. These questions had less than a 60% probability of being answered correctly.

The number of questions on the item analysis (i.e. those that had less than 60% chance of being answered correctly) grew by three questions from AY 2023-2024. However, the number of problems on the exam also increased from 35 to 40. While difficulty with College Algebra is expected with

corequisite students, two items are somewhat curious with the first being why are there questions on the final exam that do not apply to the course student learning outcomes. The second is that some of the most missed questions on the final - missed by both college ready and corequisite students - were questions 20, 22, 23, 31, 32, and 35. Given the success rates in Table 19, all questions suggest examination; however, the six questions indicated should be scrutinized to determine why students are missing them and what can be done to increase student learning.

Table 19. Item Analysis for MATH 1021 & MATH 1021T AY 2024-2025					
Probability of Success was < 60%					
Question	SLO	% Correct	1021	1021T	Problem Description
21	3	58.4		x	find decreasing interval of a given eq
7	none	58.4		x	Eq of line passing through a point parallel to a given line
12	3	56.2		x	Graph piecewise functions
24	1	55.1		x	Solve an inequality with absolute value
27	2	55.1		x	Synthetic division
11	2	53.9		x	Find -3 of a piecewise function
37	3	53.9		x	Find domain and eq of vertical asymptote of an ln
14	2	51.7		x	Find difference quotient of a function
19	1	51.7		x	Solve a quadratic
29	3	51.7		x	Find vertical and horizontal asymptotes
30	1	50.6		x	Solving a cubic inequality w graph given
10	1	49.4		x	Solving $-9 - 2x \geq -3$
5	none	48.3		x	Find eq of line perpendicular to a line at a given point
15	2	47.2		x	Composition of functions
39	1	46.1		x	Rewriting a log as a single simplified log
20	3	46.1	x	x	Find the range of a given quadratic eq
32	2	40.5	x	x	Find inverse of a function & give domain & range
22	1	38.2	x	x	Find a LCD and solve a rational eq
23	1	34.8	x	x	Solve an eq with a root
35	1	34.8	x	x	Finding an inverse of an exponential eq
31	1	33.7	x	x	Find the inverse of a binomial over a binomial
1	none	30.3		x	Find an eq of a circle with given points
22 (55.0%) out of 40 questions had a success rate < 60%.					

Summary

Summarizing the data above results in the following. Table 20 is a repeat of Table 7 showing that MATH 1015, MATH 1020/1021, and MATH 1021T met their benchmarks with the understanding that a success rate of 33.8% needs to be improved over the next couple of years. MATH 1015T fell short of its benchmark by 0.9 of a percentage point, but it was above the threshold, so it was marked as partially met.

Table 20. Objective 2.1 Indirect -AY 2024-2025 Success Rates (as a Percent) for College Algebra (Repeat of Table 7)					
Course	Description	Threshold	Goal	Result	Objective Result
MATH 1015	College Ready	≥ 55.0	≥ 60.0	65.9	met
MATH 1015T	Corequisite	≥ 29.0	≥ 40.0	39.1	partially met
MATH 1020/21	College Ready	≥ 56.0	≥ 60.0	78.0	met
MATH 1021T	Corequisite	≥ 19.0	≥ 28.0	33.8	met

Given the success, indirect rates in Table 20, MATH 1015, MATH 1020/21, and MATH 1021T are met while MATH 1015T is partially met.

Table 21. Results for AY 2024-2025 MATH 1015 (College Ready) & MATH 1015T (Corequisite) SLO Results (as a Percent)									
Number	SLO	MATH 1015				MATH 1015T			
		Threshold	Goal	Result	Decision	Threshold	Goal	Result	Decision
2.2-0	Overall	≥ 70.0	≥ 75.0	82	met	≥ 70.0	≥ 73.0	70	partially
2.2-1	Equations	≥ 70.0	≥ 73.0	74	met	≥ 70.0	≥ 73.0	60	not met
2.2-2	Functions	≥ 70.0	≥ 75.0	84	met	≥ 70.0	≥ 73.0	72	partially
2.2-3	Graphing	≥ 70.0	≥ 75.0	87	met	≥ 70.0	≥ 73.0	79	met

Given the results for the direct assessment of SLOs in Table 21, this part of the objective is met for MATH 1015 and partially met for MATH 1015T.

Table 22. Results for AY 2024-2025 MATH 1020 & MATH 1021 (College Ready), and MATH 1021T (Corequisite) SLO Results (as a Percent)

Number	SLO	MATH 1020 & MATH 1021				MATH 1021T			
		Threshold	Goal	Result	Decision	Threshold	Goal	Results	Decision
2.2-0	Overall	≥ 70.0	≥ 73.0	76	met	≥ 55.0	≥ 60.0	62	met
2.2-1	Equations	≥ 70.0	≥ 73.0	72	partially	≥ 55.0	≥ 60.0	59	partially
2.2-2	Functions	≥ 70.0	≥ 73.0	80	met	≥ 55.0	≥ 60.0	63	met
2.2-3	Graphing	≥ 70.0	≥ 73.0	77	met	≥ 55.0	≥ 60.0	63	met

Given the results the direct assessment of SLOs in Table 22, this part of the objective is partially met for MATH 1020, MATH 1021, and MATH 1021T.

Attached Files

[Table 4 MATH 1015-1015T Indirect.pdf](#)

[Table 6 MATH 1021-1021T Indirect.pdf](#)

[Table 5 MATH 1020 Indirect.pdf](#)

[Table 14 MATH 1015 ATD Demographics.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The improvement plan for MATH 1015/1015T is to

- meet with Math faculty to examine the item analysis and explore ideas to increase the success rates on questions giving students difficulty.
- complete a course redesign on MATH 1015 (see section 5 of the final proposal pdf below and the executed contract pdf below).

The improvement for MATH 1020/1021/1021T is to

- meet with Math faculty to examine the item analysis and explore ideas to increase the success rates on questions giving students difficulty.

In addition, as part of an LSU system-wide project (see pages 2 and 3 of the Math Task Force Memo attached below), faculty will undertake a curricular review of all first mathematics courses offered to assess the over-reliance on College Algebra. It is hoped this project will eventually result in improvements in all first math courses as students are placed in the course that truly best meets the needs of their intended program/major, instead of pushing everyone through College Algebra.

Attached Files

[Executed Fully Signed Contract.pdf](#)

[2025-05-25 FINAL Updated MPP.pdf](#)

[LSU Mathematics Performance Task Force Recommendation Final.pdf](#)

RELATED ITEM LEVEL 1

24-25 QEP Competency in Mathematics - Intro to Contemporary Mathematics (MATH 1029)

Objective Number: 2.22

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 1029 (Introduction to Contemporary Mathematics) will be used to assess this outcome.

Quality Enhancement Plan Direct Assessment Objective 2.1

The Quality Enhancement Plan (QEP) seeks to increase the number of students successfully completing the gateway general education mathematics courses (MATH 1029).

Quality Enhancement Plan Direct Assessment Objective 2.2

The Quality Enhancement Plan seeks to increase the achievement of student learning outcomes in MATH 1029. According to the syllabus (see pages 2-3 below), the student, upon successful completion of the course, will:

Outcome 2.2-5: Solve probability and statistics problems,

Outcome 2.2-6: Solve problems and applications involving basic graph theory, and

Outcome 2.2-7: Solve applications dealing with financial problems.

Attached Files

[MATH 1029 SYLLABUS AY2024_2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The objectives for Introduction to Contemporary Mathematics will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes (SLOs) for all students taking the MATH 1029/1029T final exams **at all sites and all delivery methods**.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

Quality Enhancement Plan Tentative Benchmark

Indirect Assessment Objective 2.1.

Data from Institutional Research using A, B, C, or P (for Pass) only will be considered successful. As the course did not exist prior to fall 2023, there was no historical information to set a benchmark (see the highlighted text in the Benchmarking pdf Attachment below).

Quality Enhancement Plan Tentative Benchmark

Direct Assessment Objective 2.2.

Outcomes for MATH 1029 (Introduction to Contemporary Mathematics)

Outcome 2.2-4: Overall

Outcome 2.2-5: Solve probability and statistics problems,

Outcome 2.2-6: Solve problems and applications involving basic graph theory, and

Outcome 2.2-7: Solve applications dealing with financial problems.

MATH 1029 has not yet been offered. As a result, a tentative overall benchmark of 70% will be set, which is the lowest average or C grade that will transfer to other colleges within the state.

Attached Files

[QEP Contemporary Math Benchmarking.pdf](#)

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the results of this objective were inconclusive because of an $n = 3$.

Objective 2.1: Indirect Assessment using Success Rates

Table 1 attached as a PDF below shows that MATH 1029 was only offered as a corequisite course at the LSU Eunice face-to-face site, the LSU face-to-face site in Baton Rouge, and as a 16-week online course with a total of 57 students registered on the census days for the fall 2024 and spring 2025 semesters. Table 1 also shows that the overall success rate was 43.9% with the LSU students achieving the highest success rate at 61.5%, the 16-week online at 41.7% followed by the LSU Eunice face-to-face site at 21.1%.

In AY 2023-2024, there were a total of 11 students registered with only one student receiving an A, B, or C yielding a 9.1% success rate. The data was not considered because the number of students was so low.

Given that a benchmark had not existed, the observed success rate of 43.9% yields an inconclusive result.

Objective 2.2: Direct Assessment of Student Learning using SLOs

Table 2 details the direct assessment of student learning for the four corequisite sections of MATH 1029. The results indicated that 34 (59.7%) of the 57 students registered on the census days were assessed for learning. As with Table 1, Table 2 also indicates that the course was offered at LSU Eunice face-to-face, LSU Baton Rouge, and 16-week online. It was not offered at any other site or methodology. The results show that the 16-week online students and the LSU face-to-face students nearly obtained the same overall score in the 60s. The overall score for outcome 5 shows that it was met; however, LSU Eunice students only achieved a 59%. Next, for outcome 6, the roles were reversed in that LSU Eunice students met the outcome whereas none of the other sites even made a passing score of 60%. Finally, outcome 7 overall was a 65% with the 16-week online students obtaining a 75%; the other sites fell quite a bit below that.

Table 2. SLO Results for MATH 1029 (Contemporary Mathematics) only AY 2024-2025 as a Percentage.						
			With Support Course			
SLO Description	Overall	College Ready Overall	Coreq Overall	LSUE FF	LSU BR	Online 16-Wk
2.2-4: Overall	65		65	59	66	68
2.2-5: Probability & statistics,	70	none	70	59	74	73
2.2-6: Problems & applications graph theory	59		59	70	55	56
2.2-7: Solve applications financial problems	65		65	49	69	75
Total number of students tested	34		34	8	20	6
Total number of sections	4		4	2	1	1
Total number of students enrolled	57		57	19	26	12

Next, Table 3 shows the longitudinal data for the course in the two years of its existence. Given the low n for AY 2023-2024 and the fact that the course underwent numerous improvements over AY 2024-2025, no comparison will be made from AY 2024-2025 to the simple means. Instead, the Department Chair for Mathematics would like to gather one more year of data.

Table 3. MATH 1029/1029T SLO Results			
Student Learning Outcome	23-24	24-25	Mean
2.2-4: Overall	59	65	61.9
2.2-5: Solve probability and statistics problems,	60	70	65.1
2.2-6: Solve problems & applications involving basic graph theory	71	59	64.9
2.2-7: Solve applications dealing with financial problems	50	65	57.7
Total number of students tested	2	34	18

Note that an item analysis was not completed for AY 2024-2025 because alterations to the course were made between fall 2024 and spring 2025. In addition, running an item analysis on the updated version of the data in spring 2025 would have yielded an $n = 4$.

Given that the overall score of 65% and that no benchmark exists, the results are considered to be inconclusive.

Attached Files

[Table 1 AY 24-25 M1029 Success Rates.pdf](#)

Section 4: Improvement Plan/ Changes Made:

See below for improvement plans and their attached files (be sure to attach some from fall and spring).

(Note: At the end of the Fall 2024 semester, full-time Math faculty met with the Dean of Arts and Sciences and the Vice Chancellor for Academic Affairs to review the curriculum for all three gateway Math courses (Math 1015, Math 1021, and Math 1029). Math 1029 was the most affected, with faculty agreeing to cut several topics from the course to make it less Algebra intensive, more manageable for students, and to improve transferability. This, of course, meant that the final exam given in Spring 2025 differed from that given in Fall 2024 (See attached sample pacing guides).

LSUE face-to-face: By adjusting the course content beginning spring 2025 semester, it's hoped that this will make the course more digestible for liberal arts and non-STEM students, while still developing critical thinking and quantitative reasoning skills, and adequately preparing students who may go on to take Elementary Statistics. The results from this revised version of the course taught face-to-face are hard to analyze with such a small n , however, faculty plan to improve student's familiarity with common examples used to understand probability such as cards and dice, as well

as provide more examples to help understand probability and the Normal Distribution. Other ideas include working with students more on topics involving percents, annuities and monthly payments, and simple interest, as well as emphasizing the importance of understanding definitions and terminology for basic graph theory.

LSU face-to-face: Faculty plan to spend more time on and provide more examples on topics that students seem to struggle with the most, such as annuities, compound interest, probability, and the normal distribution.

16-week online: Plans to improve online results mirror those as for face-to-face. In addition, faculty think checking in with students more often could help, especially those not keeping pace with homework assignments. Corresponding with the support instructor (for corequisite sections) to ensure students are all receiving online support is also planned.

Attached Files

[Math1029T TA PacingGuide FA23.pdf](#)

[Math1029 RevisedPacingGuide Dec2024.pdf](#)

[Math1029T B1 ONLINE FA24 PARRINO SLO-Reporting-Form.pdf](#)

[Math1029T F2F SP25 Parrino SLO-Reporting-Form.pdf](#)

[Math1029T ONLINE SP25 Parrino SLO-Reporting-Form.pdf](#)

[Math1029T F2f FA24 PARRINO SLO-Reporting-Form.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics - Plane Trigonometry (MATH 1022)

Objective Number: 2.23 Mathematics

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 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).

Attached Files

[MATH 1022 SYLLABUS AY2024_2025.pdf](#)

Section 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The faculty used the outcomes from the 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 161 students enrolled in MATH 1022 on the census days with 144 (89.4%) being assessed for learning (see Table 1). Table 1 also indicates that the course was offered at LSU Eunice face-to-face, 16-week online, and at a few high school dual enrollment sites < 50% of a program. It was not offered at any other site or methodology.

The results indicate an overall of 75%, with 76% for outcome A and 73% for outcome B (see Table 1 below). Students at LSU Eunice face-to-face performed best with an overall of 80%, while online 16-week performed lowest out of the three sites with an overall of 65%. High school dual

enrollment came in between the two with an overall of 75%. Furthermore, Table 1 shows that online 16-week students performed the lowest per outcome as well compared to the other two sites.

Table 1. MATH 1022 SLO Results by Site AY 2024-2025 as a Percentage.				
SLO Description	Overall	LSUE FF	Online 16-Wk	Dual Enr < 50%
Overall	75	80	65	75
A. Evaluate trig functions & manipulate graphs	76	82	65	76
B. Solve trig equations and applications	73	78	65	74
Total number of students tested	144	34	25	85
Total number of sections for AY	7	2	2	3
Total number enrolled for AY	161	43	31	87

Longitudinally, the means are computed from spring 2014 through AY 2024-2025 (spring 2014-spring 2017 are hidden due to space) (see Table 2). Results for AY 2024-2025 stayed fairly consistent with the last five academic years, with a slight decrease for outcome B compared to years before. The AY 2024-2025 results are slightly below the longitudinal simple means. Table 2 shows that AY 2024-2025 saw the most number of students outside of the 160 from AY 2017-2018.

Table 2. MATH 1022 SLO Longitudinal Results as a Percentage									
MATH 1022 SLO Description	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	75	78	80	76	75	73	74	75	75.7
A. Evaluate trig functions & manipulate their graphs	78	79	85	76	74	71	74	76	77.0
B. Solve trig equations and applications	71	77	75	76	76	75	75	73	74.2
Total number of students tested	160	113	130	99	133	118	96	144	119.1

Given that the overall score of 75% > the benchmark of 70%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the benchmark was met overall, faculty believe they can be improved by (see PDF files below):

LSUE face-to-face: Providing more application examples and demonstrating more worked out homework examples could improve outcome results in face-to-face offerings.

16-week online: Online instructors believe improvements could be made to several topics such as vectors and solving equations. These improvements could be achieved by revising the pre-recorded lecture videos that are used in the online version of the course.

High school dual enrollment: Dual enrollment offerings of this course were a mixture of face-to-face and online, depending on the high school. In-person instructors believe improvements can be made to topics such as graphing trig functions, solving trig equations, and vectors. This could be achieved by spending more time on these topics. Online dual enrollment instructors seem to agree, also noting that the topic of solving triangles (using the Laws of Sine or Cosine) could use more attention as well. If improvements to the online shell of the course can be made (as discussed above) this could help.

Attached Files

[Math1022_F2F_FA24_Miller_SLO-Reporting-Form.pdf](#)

[Math1022_DE_SP25_MCCOY_-SLO-Reporting-Form.pdf](#)

[Math1022_DE_SP25_AWINSKIE_-SLO-Reporting-Form.pdf](#)

[Math1022_DE_FA24_ThibodeauxJ_-SLO-Reporting-Form.pdf](#)

[Math1022_Online_FA24_Miller_SLO-Reporting-Form.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics - Statistics (MATH 1425)

Objective Number: 2.24 Mathematics

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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.

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for MATH 1425.

Attached Files

[MATH 1425 SYLLABUS AY2024_2025.pdf](#)

Section 2: 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 the current academic year, LSU

Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

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.

Achieving the Dream Demographics based on Course Success

This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not. Success rates will be calculated by taking the total of A, B, C, and Ps for passing divided by the total enrolled on the 14th day and multiplying by 100.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, 441 (81.8%) were assessed in MATH 1425 for student learning out of the 539 enrolled on the census day for fall 2024 and spring 2025 (see Table 1). Note that MATH 1425 was only offered as shown in Table 1. No sections were offered at any other site. The data indicates an overall of 73%, with an 81% for outcome A being above that and outcomes B and C coming in a little below, with 66% and 71% respectively (see Table 1). Online 8-wk performed the lowest overall at just 66%, and dual enrollment the highest overall at 81%. Furthermore, 8-wk online performed the lowest on each individual outcome as well compared to other sites, with only outcome A results surpassing 70%. Both LSU Eunice face-to-face and 16-week online both scored similarly only having issues with outcome B.

Table 1. MATH 1425 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16- Wk	Online 8- Wk	Dual Enr < 50%
Overall	73	73	74	66	81
A. Organize and summarize data	81	81	83	75	86
B. Use the normal and t distributions	66	66	69	59	76
C. Calculate probabilities	71	72	71	66	80
Total number of students tested	441	256	116	54	15
Total number of sections	15	7	5	2	1
Total number of students enrolled	539	278	173	73	15

Longitudinally, Table 2 shows that AY 2024-2025 saw the most students over an 11 (academic) year period. The scores for AY 2024-2025 were consistent with those of the past two years and remained above the longitudinal means for all but outcome B, which has only surpassed 70% three times since AY 2013-2014. In fact, Table 2 shows the results for outcome B have consistently been the lowest result out of the three outcomes, with the exception of the Fall 2018 to Fall 2021 years. (Outcome C was added as a course outcome beginning Fall 2018).

Table 2. MATH 1425 Longitudinal SLO Results as a Percentage.

MATH 1425 SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	23-24	24-25	Mean
Overall	73	70	74	73	70	70	72	76	72	75	73	72.5
A. Organize & summarize data	76	72	78	76	76	77	79	82	79	82	81	78.0
B. Use normal & t distributions	72	68	67	70	64	67	67	72	67	68	66	68.0
C. Calculate probabilities	--	--	--	--	--	66	66	70	69	72	71	69.0
Total number of students tested	314	289	283	288	335	284	351	309	288	374	441	323.3

Achieving the Dream Demographics

Next, the demographic variables are examined as a result of being a member of Achieving the Dream (ATD) because the course has one of the highest enrollments during the course of summer 2024, fall 2024, and spring 2025. The overall success rate was 392 with an A, B, or C / 597 registered = 65.7% (see Table 3 below) and a allowable ± 5 percentage point variation was created. Student groups scoring below 60.7% and higher than 70.7% are considered to be outside an allowable variation. This data permits LSU Eunice to examine which groups are scoring lower and higher so that LSUE may provide services to them to increase success. Please keep in mind that student groups are flagged as being below or over the allowable ± 5 percentage point variation if there are at least 30 students in the group.

For ethnicity, Black (non-Hispanic) students fell below the expected variance of 60.7% at 49.5% while White (non-Hispanic) students succeeded at 70.3% which was within the expected variance of 70.7%; these being the only two ethnic groups with 30 or more students. For gender, female students performed at 62.5% while males performed at 77.3%; female success was within the expected variance while male success was above the expected variance. Finally, students without a Pell Grant succeeded at 72.2%; this being outside the expected variance of 70.7%. Students with a Pell Grant succeeded at 57.9%; also outside the expected variance of 60.7%.

Table 3. MATH 1425 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	6	1.0	3	50.0	Female	469	78.6	293	62.5	N	324	54.3	234	72.2
Asian	7	1.2	4	57.1	Male	128	21.4	99	77.3	Y	273	45.7	158	57.9
Black (non-Hispanic)	111	18.6	55	49.5	Total	597	100	392	65.7	Total	597	100	392	65.7
Hispanic of any race	12	2.0	6	50.0										
Native Hawaiian /Pacific Island	0	0.0	0	--										
Nonresident Alien	1	0.2	1	100.0										
Not reported	14	2.3	10	71.4										
Two or more races	22	3.7	15	68.2										
White (non-Hispanic)	424	71.0	298	70.3										
Total	597	100.0	392	65.7										

Lower boundary = 60.7%

Overall = 65.7%

Upper boundary = 70.7%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date). The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Given that the observed overall score of 73% > the benchmark of 70%, this objective is met.

Attached Files

[Table 3 MATH 1425 ATD Demographics.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though faculty met the objective, they feel as if learning can be improved by:

- Face-to-face at LSUE:
 - Face-to-face faculty believe including more in class examples (and homework examples) could help with all outcome results. Spending a little more time on things like the Central Limit Theorem and understanding conditional probability in particular could help with outcomes B and C. In addition, many in-person faculty agree they'd like to rethink how they teach the concepts contributing to outcome B in order to better improve comprehension.
- 16-week online:

- Faculty plan on revising the online version of the course in the Fall 2025 semester to redo/update the lecture videos and resources provided in the course. They hope that these updates and revisions will improve results on all outcomes by providing better explanations and calculator tutorials that better mirror what is provided in the face-to-face versions of the course. This updated version is expected to go live Spring 2026.
- 8-week online:
 - Faculty believe that improving the vocabulary comprehension and calculator skills could increase results on all outcomes for the course. Adding discussion forums for online classes where students can help each other out and/or ask instructor questions could also help. It is hoped that the planned online course revision of Math 1425 will achieve this.
- High school dual enrollment:
 - One section of Math 1425 was offered as high school dual enrollment online in spring 2025. Being as it was taught using the online version of the course, the above improvement plans apply. If the high schools interested in the course have enough students interested to warrant an in-person version to be taught, that option will be explored as it's believed that students typically perform better in the face-to-face setting.

Attached Files

[Math1425-F2F-Sp25-Dunlap.pdf](#)

[Math1425_F2F_SP25_Owen.pdf](#)

[Math1425_F2F_FA24_EVIDRINE.pdf](#)

[Math1425_8-wk_ONLINE_FA24_Bryant.pdf](#)

[Math1425_8-wk Online_Sp25_Williams.pdf](#)

[Math1425-HSDualEnr_SP25_Bryant.pdf](#)

[Math1425_16 wk-ONLINE_FA24.pdf](#)

[Math1425_16wk_ONLINE_FA24_Vidrine.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)

Objective Number: 2.25 Mathematics

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 following student learning outcomes (SLOs) are highlighted on page 2-3 of the syllabus below.

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.

Attached Files

[MATH 1431 SYLLABUS AY2024_2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The objectives will be directly assessed from an 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**. The final exam is not departmental and is created by each instructor individually. When the same instructor teaches the course in the fall and spring, however, it can be assumed the final exams used will be the same or very similar.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with the improvement plan in the AY 2023-2024 report.

For AY 2024-2025, there were 33 students enrolled on the census days with 27 (81.8%) being assessed for student learning (see Table 1). Table 1 also indicates that the course was offered at the LSU Eunice face-to-face site only. It was not offered at any other site or using any other methodology.

The data indicates an overall of 68%, falling a little below the benchmark (see Table 1). Individual outcome results were better in two out of the three areas, with a 76% for outcome A and a 72% for outcome B, however, students seemed to really struggle with outcome C which resulted in only 57% mastery.

Table 1. MATH 1431 SLO Results by Site AY 2024-2025 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	68	68
A. Limits and continuity.	76	76
B. Differentiation and integration	72	72
C. Solve business applications.	57	57
Total number of students tested	27	27
Total number of sections	2	2
Total number of students enrolled	33	33

Table 2 shows the longitudinal data for an eleven (academic) year span. AY 2024-2025 saw the least amount of students tested over the 11-year span. The scores have improved compared to AY 2023-2024, both individually and overall, with results increasing anywhere from three to eleven percentage points. However, AY 2024-2025 results are still (with the exception of outcome A) below the longitudinal means.

Table 2. Longitudinal Results for MATH 1431 as a Percent.												
MATH 1431 SLO Description	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	73	78	73	73	77	79	73	71	68	63	68	72.4
A. Limits and continuity.	77	77	84	77	68	75	77	77	71	65	76	74.9
B. Differentiation and integration	71	81	84	74	81	80	76	78	72	69	72	76.1
C. Solve business applications.	74	65	55	67	81	70	68	59	60	53	57	64.4
Total number of students tested	36	30	40	35	42	34	33	45	28	47	27	36

Given the observed score of 68% < the established benchmark of 70%, this outcome is not met.

Section 4: Improvement Plan/ Changes Made:

Faculty plan to improve outcome C results by going over more examples of application problems geared towards student's majors, emphasizing applications to business and finance such as cost, profit, and revenue. It is hoped that by providing more relevant examples the students will be more engaged and invested in understanding and mastering these concepts.

Attached Files

[Math1431-F2F_SP25_Miller.pdf](#)

[Math1431_F2F_FA24_Miller.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics - Analytic Geometry and Calculus I (MATH 1550)

Objective Number: 2.26 Calculus I

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 syllabus for MATH 1550 file below contains the following SLOs.

The student, upon successful completion of this course will:

- A. Use the rules of differentiation to find, interpret and apply the derivative of a function.
- B. Use basic integration techniques to find, interpret and apply the integral of a function.

(See syllabus pdf file below)

Note that in fall 2025, the SLOs for MATH 1550 will become: Upon the conclusion of the course, students will:

- A. evaluate and simplify elementary limits.
- B. find, interpret and apply the derivative of a function.
- C. interpret and apply the integral of a function.

Rationale: Limits were being taught and are necessary to teach derivatives. In addition, repetitive language was removed.

Attached Files

[MATH 1550 SYLLABUS AY2024_2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The objectives will be directly assessed from a comprehensive multiple-choice/free response final exam 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**. The final exam is not departmental and is created by each instructor individually.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with the improvement plan in the AY 2023-2024 report.

For AY 2024-2025, there were a total of 20 students enrolled for MATH 1550 on the census days for fall 2024 and spring 2025 with 15 (75.0%) being assessed for learning (see Table 1). Table 1 also indicates that the course was offered at LSU Eunice face-to-face and at the Eunice High School Dual Enrollment site. It was not offered at any other site or through any other methodology.

The results indicate an overall of 70%, with a 69% specifically on outcome A (meaning that LSUE fell below the benchmark for that outcome) and a 72% on outcome B. (see Table 1). The Eunice High School DE students scored higher overall with a 76% compared to LSU Eunice face-to-face students' 69%. In fact, Table 1 shows that Eunice High DE students performed better not just overall but on each outcome individually as well. This is particularly evident on outcome A where they scored a 79% compared to LSUE face-to-face students, who scored a 65%.

Table 1. MATH 1550 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Eunice High School DE
Overall	70	69	76
A. Rules of differentiation	69	65	79
B. Integration techniques	72	72	73
Total number of students tested	15	11	4
Total number of sections	2	1	1
Total number of students enrolled	20	16	4

Longitudinally, the data indicates that the AY 2024-2025 results were a bit better than AY 2023-2024 both overall and for outcome B (see Table 2), but for outcome A have declined four percentage points. These longitudinal results also show that overall results are below those reported for AY 2020-2021, and in fact are also still well below the following academic year's results (AY 2021-2022) which yielded the best results in the five (academic) year period.

Table 2. Longitudinal Results for MATH 1550 as a Percent.

SLO Description	20-21	21-22	22-23	23-24	24-25	Mean
Overall	73	78	71	69	70	72.3
A. Rules of differentiation	75	77	76	73	69	73.9
B. Integration techniques	67	79	67	65	72	70.1
Total number of students tested	21	32	20	27	15	23

Given that the overall score of 70% = the established benchmark however, this outcome is met noting that additional assistance is needed at LSU Eunice face-to-face and with outcome A.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe they can improve by:

LSUE face-to-face: Providing students with a brief Algebra review at the beginning of the course could help improve student performance on early concepts of the class as they rely on Algebra concepts that students have likely forgotten and/or did not use regularly in Trigonometry (the class they would have taken before Math 1550). Spending more time covering integration by substitution should benefit the students, especially since it's used a lot in the second calculus course. In addition, providing a final exam review (something not usually given due to time restraints) could improve student's overall performance on the final exam.

Eunice High School Dual Enrollment: Providing a review of some Algebra concepts, such as working with complex fractions, before teaching some Calculus concepts could benefit student's comprehension of the Calculus concepts. Also, more time could be spent on integration using substitutions, especially since it is often used in Calculus II.

Attached Files

[MATH1550_F2F_FA24_Vidrine.pdf](#)

[MATH1550_HSDualEnr_SP25.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Critical Thinking

Objective Number: 2.27

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework, developing competencies in critical thinking.

Section 2: 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 = 47.82% for AY 2024-2025 (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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

In addition, students taking the exam in less than 15 minutes may 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. For the current year, all students taking the exam were included in the data.

The benchmark for AY 2024-2025 = 47.82%, given the national statistic from Peregrine.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025 (summer, fall, and spring), there were 550 individual graduates with 183 (33.3%) taking the logic/critical thinking section of the Peregrine General Education Exam in their last semester of attendance (see Table 1). Overall, students scored a 55.1% with LSUE face-to-face scoring 55.1%, online students scoring 58.3%, and the Ochsner Lafayette General Orthopedic Hospital scoring a 53.5% surpassing the national average of 47.82% in each case. Online students scored the highest at 58.3% while the students at the hospital site scored the lowest at 53.5%.

Table 1. AY 2024-2025 Peregrine General Education Assessment Results by Site (Percentage Correct).

Topic	Overall	LSUE FF	Online 16 or 8-Wk	OLG Hospital	Nat'l
Logic/Critical Thinking	55.1	55.1	58.3	53.5	47.82
Number of students tested	183	158	8	17	> 15,000

Longitudinally, the scores from AY 2024-2025 were the highest since LSU Eunice began giving the assessment in spring 2019. The data from AY 2024-2025 also surpasses the simple mean as shown in Table 2.

Table 2. AALT Peregrine General Education Assessment Percentage Correct.								
Description	Sp 19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Logic/Critical Thinking	40.0	46.7	46.8	51.9	49.8	51.9	55.1	48.9
Number of students tested	68	142	115	150	218	187	183	151.9
Number of students graduating	200	315	291	333	421	474	550	369.1

Given that the overall score of 55.1% > 47.8% the national benchmark for two-year colleges, this objective was met.

Section 4: Improvement Plan/ Changes Made:

Results could be more representative if a larger percentage of graduating students took the exam, therefore, it's suggested we encourage more students to take the exam and inform them better on what the exam's purpose is. With a more representative sample, we can have a better idea of what areas to work on.

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics - Precalculus (MATH 1023)

Objective Number: 2.28 Mathematics

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curricula. This outcome will be assessed using the student learning outcomes from MATH 1023 (Pre-Calculus).

The fall syllabus for MATH 1023 file below contains the following student learning outcomes. The student, upon successful completion of this course will (file was removed by the Director of IE because it was outdated):

- A. Solve equations and inequalities algebraically and graphically.
- B. Evaluate and interpret function values.
- C. Graph algebraic functions.
- D. Evaluate trigonometric functions and manipulate their graphs.
- E. Solve trigonometric equations and applications.

Section 2: 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 1023 (Pre-Calculus) final exam at all sites and all delivery methods.

For the current AY, LSU Eunice had the following sites:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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% is the lowest average grade that will transfer to other institutions.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was delayed due to canceled courses.

For AY 2024-2025, this course is not a general education course; therefore, this outcome is being cancelled.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1

24-25 Competency in Mathematics for Elementary School Teachers (MATH 1249)**Objective Number: 2.29 Mathematics****Start: 11/1/2024****End: 10/31/2025****Progress: Canceled****Provided By: Division of Arts and Sciences****Section 1: 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 1249 (Foundations of Elementary Mathematics) will be used to assess this outcome.

The syllabus (see **highlighted sections of the PDF below on page 2**) for MATH 1249 contains the following student learning outcomes (SLOs). The student, upon successful completion of this course will:

- A. Demonstrate an understanding of the Real number system and its operations and applications.
- B. Demonstrate an understanding of geometric shapes and their measurements.
- C. Represent and interpret data and calculate probabilities.

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective will be directly assessed from a standardized multiple-choice and/or free response assessment containing student learning outcomes for all students who take the MATH 1249 (Foundations of Elementary Mathematics) final exam **at all sites and all delivery methods**.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 since it is the lowest average grade that will transfer to other institutions of higher education.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, this outcome was changed from the canceled MATH 1018 outcome to the replacement outcome for MATH 1249 due to changes at the University of Louisiana at Lafayette.

However, this course is not a general education course; therefore, it is being cancelled.

Section 4: Improvement Plan/ Changes Made:

n/a

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: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 Competency in Biology I (BIOL 1001)

Objective Number: 2.31 Biological Science

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be assessed by the student learning outcomes (SLOs) in BIOL 1001: General Biology I. According to the BIOL 1001 syllabus (see PDF file below), the student learning outcomes are:

The student will:

- A. Understand terms in the context of a scientific statement.
- B. Critically evaluate biological concepts.
- C. Integrate biological knowledge with other aspects of common knowledge.

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for BIOL 1001.

Attached Files

[BIOL 1001 SYLLABUS AY 2024-2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Allowing for the academic freedom of faculty, the outcomes will be directly assessed and analyzed from multiple-choice questions designed by the biology faculty using individual exams or the comprehensive final exam. Students in all sections will be assessed (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Achieving the Dream Course Success Data Demographics

This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not. Success rates will be calculated by taking the total of A, B, C, and Ps for passing divided by the total enrolled on the 14th day and multiplying by 100.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 781 students enrolled on census days in 16 sections from fall 2024 and spring 2025 with 527 (67.5%) of them being assessed for student learning (see Table 1). Note that two sections with 73 students, one 8-week and one 16-week online taught by the same instructor were not assessed due to a medical issue just after the semester concluded. Note also that Table 1 details the sites where BIOL 1001 was offered; it was not offered at any other site. The results indicate students scored a 78% overall with an 80% on outcome A; a 78% on outcome B, and a 76% for outcome C. Table 1 also indicates that LSU Eunice students scored the highest at 82%, then high school dual enrollment at 80%, 8-week online at 73%, and then finally 16-week online at 68% keeping in mind that the data from the 8-week and 16-week online is incomplete.

Table 1. BIOL1001 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	78	82	68	73	80
A. Terms in the context of a scientific statement	80	84	72	74	78
B. Evaluate biological concepts	78	82	67	75	84
C. Biological knowledge to common knowledge	76	81	65	71	80
Total number of students tested	527	314	123	34	56
Total number of sections	16	8	5	1	2
Total number of students enrolled	781	419	231	69	62

Longitudinally, the results for AY 2024-2025 were highest since SLO data has been archived. Students from AY 2024-2025 outpaced the results from AY 2024-2025 except for outcome C scoring one percentage below from 77% to 76%. In addition, the results from AY 2024-2025 are higher than the simple means for the period studied.

Table 2. Longitudinal SLO Results for BIOL 1001 by Academic Year as a Percentage.

Student Learning Outcomes	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	72	73	69	64	75	76	78	72.4
A. Terms in the context of a scientific statement	69	74	71	65	79	77	80	73.5
B. Evaluate biological concepts	74	69	64	61	73	73	78	70.3
C. Biological knowledge to common knowledge	73	75	72	66	73	77	76	73.2
Total number of students tested	604	460	648	590	607	770	527	601

Achieving the Dream Demographics

The data in Table 3 below indicates that there were 860 students enrolled in BIOL 1001 for summer 2024, fall 2024, and spring 2025 with 527 (61.3%) of them successfully completing the course with an A, B, or C. This establishes an expected variation between 56.3% and 66.3%.

For ethnicity, Black (non-Hispanic) students fell below the expected variance of 56.3% at 54.5% while White (non-Hispanic) students succeeded at 64.5% which was within the expected variance of 66.3%. In addition, students reporting two or more races succeeded 59.5% which was within the expected variance; these being the only three ethnic groups with 30 or more students. For gender, female students performed at 58.4% while males performed at 70.1%; Female performance was within the expected variance, but male performance exceeded the expected variance. Finally,

students without a Pell Grant performed above the expected variance of 66.3% at 67.1% while those with a Pell Grant performed just below the expected variance of 56.3% at 54.8%.

Given that the observed score of 78% > the established benchmark of 70%, this outcome is met.

Attached Files

[Table 3 BIOL 1001 ATD Demographics.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve by:

LSUE face-to-face

- Fall 2024: 1) Provide better and additional conceptual definitions for scientific terminology and applications. 2) Situational or stair-step applications to the scientific process will be presented and Panopto recordings will be made for use outside of classroom. 3) Examples from the textbook will be presented in the classroom to discuss relationships between scientific experimentation and public factual knowledge. Specific sections from the textbook will be assigned readings.
- Spring 2025: 1) Routinely repeat definitions and examples for scientific terminology and applications. Continue my emphasis on global phenomena as contrasted to local phenomena showing the loss of biodiversity and climate change crises at hand. Articulate inter-relationships between biology and other areas of study. 2) Expand discussion of symbiosis within context of evolutionary ecology. Classroom participation will be further encouraged. Additional home assignments of YouTube videos will be used to broaden their educational opportunity. Diversity in reading assignments and take-home tasks will be assigned.

16-week online

- Fall 2024: 1) Professor will Conceptualize strategies for different teaching methods. 2) More extensive review for the test by the professor may increase the outcome. 3) Though the objective was met and questions are on the final, giving the students assignments that need a lot of research, reading and analytical skills.
- Spring 2025: 1) Pared down material from lectures, excluding topics that are inappropriate for a non-majors biology course in order to put more attention on essential topics and concepts. Will continue to provide accessory resources such as videos, study guides, etc. 2) Homework is suspected in aiding critical thinking work. 3) Will possibly move more focus to centering relevancy in the future.

8-week online

- Spring 2025: 1) Plan to pare down some extraneous detail from lectures, excluding topics that are inappropriate for a nonmajors biology course in order to put more attention on essential topics and concepts. Also plan to have 4 exams instead of 2. Will continue to provide accessory resources such as videos, study guides, etc. 2) Will continue to encourage critical thinking through "Checkpoint Questions" while they are reading the chapters, and encourage them to complete dynamic study modules to award bonus points for correct answers. (Points are added to the relevant exam grade). I will also provide more study guides as students' feedback indicates the study guide was useful. 3) I believe this SLO will be most helpful for students' success in this online course. May include more of this material on future exams. Students continue to indicate curiosity and have success in understanding material presented this way.

Attached Files

[BIOL 1001 Fa 24 16-wk Online.pdf](#)

[BIOL1001 Fa 24 F2F.pdf](#)

[BIOL1001 Sp 25 F2F.pdf](#)

[BIOL 1001 Sp 25 16-wk Online.pdf](#)

[BIOL 1001 SP 25 8-wk online.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Biology II (BIOL 1002)

Objective Number: 2.32 Biological Science

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in natural sciences as required by their curriculum.

This objective will be measured by the student learning outcomes in BIOL 1002: General Biology II. According to the BIOL 1002 syllabus, the student learning outcomes are:

The student will:

- A. Arrange, breakdown, illustrate, and outline the order of classification of living organisms.
- B. Compare and contrast the life history and life cycle of diverse groups of microorganisms, fungi, plants and animals.
- C. Differentiate the characteristics of the major taxa of organisms: archaea, eubacteria, protists, fungi, plants and animals.

The course syllabus is attached below as a PDF.

Attached Files

[BIOL 1002 SYLLABUS AY 2024-2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The outcomes will be directly assessed and analyzed from multiple-choice questions designed by the biology faculty using an individual test or the comprehensive final exam. Students at all sites and methodologies will be included in the data (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 168 students enrolled in 8 sections on census days for the fall and spring semesters with 126 (75.0%) of them being assessed for learning (see Table 1). Table 1 also indicates the sites at which the course was offered during the academic year; the course was not offered at any other site. The results indicated students scored 78% overall with a 78% on outcome 1; a 78% on outcome 2; and a 77% on outcome 3. Table 1 also indicated LSU Eunice students scored highest with 85% overall, high school dual enrollment second highest with 82% overall; 16-week online 76% overall; and finally, 8-week online 74% overall. Table 1 also indicates that students from all sites collectively exceeded the 70%.

Table 1. BIOL1002 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	78	85	76	74	82
1. Classification of living organisms	78	82	77	72	83
2. Life cycle of microorganisms	78	85	76	78	83
3. Characteristics of the major taxa of organisms	77	87	74	72	79
Total number of students tested	126	22	72	21	11
Total number of sections	8	2	3	2	1
Total number of students enrolled	168	34	83	40	11

The longitudinal results are shown in Table 2. The 78% overall results from AY 2024-2025 were lower than the 85% overall from AY 2023-2024. However, the results from AY 2024-2025 were higher than the overall mean, making it the third highest overall since data was recorded.

Table 2. Longitudinal SLO Results for BIOL 1002 by Academic Year as a Percentage.

Student Learning Outcomes	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	73	80	68	63	69	85	78	73.7
1. Classification of living organisms	81	82	70	66	71	87	78	76.4
2. Life cycle of microorganisms	68	87	71	59	66	85	78	73.5
3. Characteristics of the major taxa of organisms	70	71	65	64	70	84	77	71.5
Total number of students tested	31	107	169	163	174	315	126	155

Given that the observed score of 78% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe they can improve by:

LSUE face-to-face:

- Fall: 1) Spend additional class time using examples of classification schemes (Linnean & molecular cladistics) in Face-to-Face classroom setting. 2) Spend additional time on Panopto recordings outside of class time to provide classic, practical and very rare examples of life histories and life cycles of living organisms. 3) Provide more cogent classroom examples of characteristics that define and differentiate major taxa of extant organisms.
- Spring: 1) Additional exercises and quizzes on the analysis of the diagram showing the classification of living organisms will be given in preparation for the test. 2) In face-to-face lecture, more detailed and comprehensive illustrations of the life cycle of living organisms will be discussed with students by the professor. 3) In a face-to-face lecture, more photos and videos of anatomy and its function, as well as the role of molecules in physiological processes will be provided to students.

16-week online

- Fall: 1) Additional exercises and quizzes on the analysis of the diagram showing the classification of living organisms will be given to students in preparation for the test. 2) In Forum Discussion, a more detailed and comprehensive illustration of the life cycle of living organisms will be described to students by the professor. Additional quizzes will be given in preparation for the test. 3) In Forum Discussion, more photos and videos of anatomy and its function, as well as the role of molecules in physiological processes will be provided to students. Additional quizzes will be given in preparation for the test.

8-week online

- Spring: 1) Additional exercises and quizzes on the analysis of the diagram showing the classification of living organisms will be given to students in preparation for the test. 2) In Forum Discussion, a more detailed and comprehensive illustration of the life cycle of living organisms will be described to students by the professor. Additional quizzes will be given in preparation for the test. 3) In Forum Discussion, more photos and videos of anatomy and its function, as well as the role of molecules in physiological processes will be provided to students. Additional quizzes will be given in preparation for the test.

Attached Files

[BIOL 1002 Sp 25 HSDE.pdf](#)

[BIOL1002 Fa 24 F2F.pdf](#)

[BIOL 1002 Sp 25 Online 8 Wk.pdf](#)

[BIOL 1002 Sp 25 F2F.pdf](#)

[BIOL 1002 Fa 24 Online 16 Wk.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competency in Physical Science (PHSC 1001)

Objective Number: 2.33 Physical Science

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 in PHSC 1001: Physical Science I.

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.

Attached Files

[PHSC 1001 Syllabus AY 2024-2025.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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 the current academic year, For the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 25 students enrolled in PHSC 1001 on the census days of fall 2024 and spring 2025 with 24 (96.0%) of them being assessed for learning (see Table 1). Table 1 also indicates that the course was offered at the LSU Eunice face-to-face site only. It was

not offered at any other site or methodology. The results indicate students scored 82% overall with a 90% score on outcome A; a 77% score on outcome B; and an 80% score on outcome C.

Table 1. PHSC 1001 SLO Results by Site AY 2024-2025 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	82	82
A. Identify Newton's three laws of motion.	90	90
B. Apply the laws of thermodynamics.	77	77
C. Classify stellar evolutionary stages.	80	80
Total number of students tested	24	24
Total number of sections	2	2
Total number of students enrolled	25	25

Longitudinal data indicates that students had the highest performance in AY 2024-2025 at 82% compared to any other year studied; this also being higher than the average of 67.9% for the period studied. Students in AY 2024-2025 outpaced the AY 2023-2024 scores in every outcome. Outcome A improved the score from the previous AY by nine percentage points; outcome B improved by 13 percentage points; and outcome C improved by one percentage points.

Table 2. Longitudinal SLO Results for PHSC 1001 by Academic Year as a Percentage.								
Student Learning Outcomes	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	55	71	53	67	72	75	82	67.9
A. Identify Newton's three laws of motion.	63	78	55	71	76	81	90	73.5
B. Apply the laws of thermodynamics.	43	62	42	63	66	64	77	59.6
C. Classify stellar evolutionary stages.	58	73	63	67	74	79	80	70.6
Total number of students tested	65	74	34	55	36	19	24	44

Given that the observed score of 82% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe they can improve by:

LSUE face-to-face: Assigning more problems to students for outcome B.

Attached Files

[Spring 2025 Face-to-Face.pdf](#)

RELATED ITEM LEVEL 1

24-25 Competence in Chemistry I (CHEM 1001)

Objective Number: 2.34 Chemistry

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 in CHEM 1001: Chemistry. According to the CHEM 1001 syllabus, 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.

See the attached PDF syllabus file below.

Attached Files

[CHEM 1001 Syllabus AY 2024-2025.pdf](#)

Section 2: 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 the current year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face site,
- LSU Alexandria (face-to-face site),
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program (both online and face-to-face),
- Eunice High School Dual Enrollment face-to-face site, and
- Ochsner Lafayette General Orthopedic Hospital (face-to-face site).

Note that the LSU Alexandria site had no students during AY 2024-2025.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was not met with the improvement plan in AY the 2023-2024 report.

For AY 2024-2025, there were a total of 69 students registered in CHEM 1001 on the census days for fall 2024 and spring 2025 with 56 (81.2%) of them being assessed for student learning (see Table 1). Table 1 also indicates that the course was offered both at LSU Eunice face-to-face and 16-week online. It was not offered at any other site or methodology. Results indicated that the overall was 50% with outcome A at 47%; outcome B at 54%, and outcome C at 52%. Table 1 shows that the LSU Eunice face-to-face students scored slightly higher than the online 16-week sections.

Table 1. CHEM 1001 SLO Results by Site AY 2024-2025 as a Percentage.			
SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	50	52	48
A. Trends in the periodic table.	47	52	44
B. Write & balance chemical reactions.	54	45	59
C. Compute the gas laws.	52	60	48
Total number of students tested	56	20	36
Total number of sections	4	2	2
Total number of students enrolled	69	23	46

The longitudinal results indicate that students in the current academic year performed at the lowest level of any year during the period studied; the 50% being below the simple mean of 62.4%.

Table 2. CHEM 1001 SLO Longitudinal Results by Academic Year as a Percent									
SLO Description	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	59	65	70	65	71	61	59	50	62.4
A. Trends in the periodic table.	51	79	72	65	73	63	49	47	62.4
B. Write/balance chemical reactions.	69	72	63	70	69	60	65	54	65.2
C. Compute the gas laws.	58	45	75	61	69	60	63	52	60.5
Total number of students assessed	29	71	71	69	64	17	69	56	56

Given that the observed score of 50% < the stated benchmark, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

Face-to-Face: A more extensive review of these concepts may increase this outcome.

Online: A more extensive review of these concepts may increase this outcome. Students were provided with supplemental worksheets and videos to better understand the information. Remind students of the importance of asking questions if they do not understand concepts.

Attached Files

[Chem 1001 Sp 25 16wk Online.pdf](#)

[CHEM 1001 Sp 25 Face-to-Face.pdf](#)

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: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 GE-History (HIST1001/1003/2055/2057/2071)

Objective Number: 2.41 History

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Objective

Students will successfully complete their general education coursework, developing competencies in historical periods of their choice.

This objective will be directly assessed by the student learning outcomes in:

- HIST 1001 Western Civilization to 1500,
- HIST 1003 Western Civilization since 1500,
- HIST 2055 The United States Until 1865,
- HIST 2057 The United States from 1865 to the Present, and
- HIST 2071 History of Louisiana.

(Note: The History faculty use the same SLOs for each course. As a result, SLO data is aggregated across all courses taught in an academic year but broken out by site in the IE reports.)

Upon successful completion of this course, the student will:

1. identify major events, theories, and issues.
2. recognize major figures and specific movements.
3. analyze historical discourse.

See the attached syllabi used for AY 2023-2024 below. The syllabus for HIST 2071 was not provided.

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for HIST 2055.

Attached Files

[HIST 2057 Departmental Syllabus.pdf](#)

[HIST 1003 Departmental Syllabus.pdf](#)

[HIST 2055 Departmental Syllabus.pdf](#)

[HIST 1001 Departmental Syllabus.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment of Student Learning Outcomes

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 slightly depending on their own class section situation to allow for academic freedom.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

To give the faculty the most flexibility to decide what was best for their students, the outcomes will be assessed using (and these may vary depending on the faculty member):

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 Indirect Measures

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

This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 1,303 students enrolled on the census days for fall 2024 and spring 2025 with 1,180 (91.0%) being assessed for student learning (see Table 1). Table 1 also indicates the sites where the 45 sections of history were offered; they were not offered at any other site. The data in Table 1 indicates that students collectively scored an 84% overall with an 86% on outcome 1, 87% on outcome 2, and an 80% on outcome 3. Students at the various high school dual enrollment < 50% of a program site scored the highest at 89%. This was followed by 16-week online students scoring at 84%, then online 8-week at 82% and finally the LSU Eunice face-to-face site at 73%. Finally, Table 1 indicates that all individual outcomes were met at the various sites.

Table 1. HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2024-2025 as a Percentage.

History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	84	73	84	82	89
1. Events, theories, and issues	86	69	87	89	91
2. Figures and movements	87	72	88	88	92
3. Analyze historical discourse	80	76	78	72	85
Total Number of Students tested	1180	210	344	142	484
Total Number of Sections:	45	11	11	5	18
Total Number Students Enrolled	1303	254	384	161	504

Longitudinally, data has been collected on history outcomes since AY 2012-2023 and this is reflected in the simple averages shown in Table 2. AY 2012-2013 through 2018-2019 were hidden due to space considerations. The longitudinal data shows that the AY 2024-2025 students performed slightly below the AY 2023-2024 and the simple mean overall scores. In addition, the AY 2024-2025 result for outcome 1 was the same as the simple mean while the result for outcome 2 above the simple mean for the time period studied. Outcome 3 was slightly below the simple mean.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results as Percentages

History SLO Description	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	86	86	86	85	85	84	84.9
1. Events, theories, and issues	88	89	90	88	87	86	86.0
2. Figures and movements	89	88	89	90	88	87	86.4
3. Analyze historical discourse	84	79	80	79	81	80	82.6
Total Number of Students:	914	909	942	961	1044	1180	789

ATD Demographic Information:

None of the history courses listed made the top ten most enrolled courses. HIST 1001 was the closest at number 14 (see most enrolled courses table in the attachments).

Given that the observed overall score of 84% > the established benchmark of 70%, this benchmark is met.

Attached Files

[Table-Most-Enrolled-Courses.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve by:

LSUE face-to-face

- Fall 2024 - Change the final exam essay to a separate assignment due prior to the last day of class, with rough drafts due prior to the final assignment. Many students did not even attempt that question on the final exam. In addition, begin giving weekly quizzes.
- Spring 2025 - Stress reading the assignments; have the class repeat the document analysis framework: The three C's- Context, Content, Consequence; hold a short Q+A session to allow them to ask questions about current events and modern application of the course material.

16-week online

- Fall 2024 - post videos with key takeaways for each section; investigate student use of AI.
- Spring 2025 - Try to get all students to participate in the forums, and then to have students participate substantively. Next, historical discourse requires specific historic skills that need to be developed in small steps. I continue to chunk assignments that scaffold toward the SLO, and that has improved learning.

8-week online

- Fall 2024 - Incorporate synchronous study session for final exam and include a lecture with introductory materials
- Spring 2025 - incorporate some resources for answering discussion questions.

High school dual enrollment

- Fall 2024 - Create and use more constructed response questions and fewer open-ended essay questions for student analysis.
- Spring 2025 - Try a different format for analyzing historical discourse instead of an exam; better prepare students for exams and quizzes.

Attached Files

[HIST 2055 fa 24 8-wk online.pdf](#)

[HIST 1001 fa 24 16-wk online.pdf](#)

[HIST 2071 fa 24 LEUE F-F.pdf](#)

[HIST 2057 fa 24 HS Dual En.pdf](#)

[HIST 2057 fa 24 HS Dual En.pdf](#)

[HIST 1001 fa 24 16-wk online.pdf](#)

[HIST 2071 fa 24 LEUE F-F.pdf](#)

[HIST 2055 fa 24 8-wk online.pdf](#)

RELATED ITEM LEVEL 1**24-25 GE-Speech Communication (CMST 1061)****Objective Number: 2.42 Communication****Start: 11/1/2024****End: 10/31/2025****Progress: Completed****Provided By: Division of Arts and Sciences****Section 1: 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:

New SLOs effective fall 2024:

1. Demonstrate concepts of human communication to personal, social and professional interactions.
2. Collaborate through group problem-solving activities to demonstrate awareness of communication theories and skills.
3. Create and deliver messages to inform and/or persuade.

Old SLOs

- A. Research for speeches and write a sentence outline with a bibliography.
- B. Deliver speeches orally.
- C. Effectively participate in group problem-solving activities.

Rationale

New SLOs created by new full-time faculty members.

Please see the syllabus PDF file below.

Attached Files

[CMST 1061 AY 24-25 Syllabus.pdf](#)

Section 2: 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that the LSU Alexandria site had no students during AY 2024-2025.

New Methodology: These outcomes will be assessed using methods:

- Outcome 1: Assessed using the calculated grade of a comprehensive final exam.
- Outcome 2: Assessed using a collaborative small group project.
- Outcome 3: Assessed using the means of an informative and/or persuasive speech.
(Rubrics will be used to grade the informative and persuasive speeches and the group project.)

Old Methodology: These outcomes will be assessed using methods:

- Outcome 1: Assessed using the calculated grade on the informative outline assignment
- Outcome 2: Assessed using the means of the informative, persuasive, and/or motivational speeches
- Outcome 3: Assessed using the group project

Rationale: New full-time faculty members updated the SLOs for fall 2024. The methodology updated resulted as well.

The benchmark for the outcomes is set at 70%, the minimum grade 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).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 474 students enrolled in CMST 1061 on the census days for fall 2024 and spring 2025 with 422 (89.0%) of them being assessed (see Table 1). Table 1 details the sites at which the 19 sections of CMST 1061 was offered; the course was not offered at any other site. The results indicated that students scored an 88% overall with an 88% on outcome A, a 90% on outcome B, and an 86% on outcome C.

Table 1 also indicates that high school dual enrollment < 50% of a program scored the highest at 90% followed by the 16-week online students at 89%, then the online 8-week students followed by the LSU Eunice face-to-face students at 85%.

Table 1. CMST 1061 SLO Results by Site AY 2024-2025 as a Percentage.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	88	85	89	88	90
A. Communication	88	82	91	90	92
B. Collaboration	90	89	93	90	90
C. Inform/persuade message	86	86	87	85	87
Total number of students tested	422	123	74	113	112
Total number of sections	19	8	3	4	4
Total number of students enrolled	474	133	93	128	120

Because the SLOs are new effective fall 2024, there is no longitudinal data. Given that, the results for AY 2024-2025 were slightly higher at 88% than the simple means from the old SLOs having an overall simple mean of 86.1% from AY 2013-2014 through AY 2023-2024.

Given that the observed value of 88% > the 70% benchmark, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve by:

LSUE face-to-face

- Fall 2024 - increase engagement opportunities and continue to educate on academic research and importance of original content through video instruction and links to advanced library resources
- Spring 2025 - increase engagement opportunities and continue to educate on academic research and importance of original content through video instruction and links to advanced library resources

16-week online

- Spring 2025 - Ask students to review notes and presentations; ask for proof of group collaboration; emphasize posture and attention getting words.

8-week online

- Fall 2024 - increase engagement opportunities and continue to educate on academic research and importance of original content through video instruction and links to advanced library resources
- Spring 2025 - continue to education on academic research; engage outside sources for student examples; improve group dynamics.

High school dual enrollment

- Fall 2024 - increase engagement opportunities and continue to educate on academic research and importance of original content through video instruction and links to advanced library resources.
- Spring 2025 - Use videos to emphasize the concept of communication; ask for proof of groups collaborating; ask students to film speech to learn from issues.

Attached Files

[CMST 1061 fa 24 8-wk online.pdf](#)
[CMST 1061 fa 24 HSDualEnr.pdf](#)
[CMST 1061 fa 24 LSUE F-F.pdf](#)
[CMST 1061 sp 25 8-wk online.pdf](#)
[CMST 1061 sp 25 16-wk online.pdf](#)
[CMST 1061 sp 25 LSUE F-F.pdf](#)
[CMST 1061 sp 25 HSDualEnr.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-American Literature (ENGL 2071/2072)

Objective Number: 2.43 American Literature

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in the humanities and in the period of American Literature of their choice or as required by their curricula. The student learning outcomes (SLOs) in two courses will assess this Objective (see syllabus files below).

- ENGL 2071 - American Literature I: Forging a Nation
- ENGL 2072 - American Literature II: Coming of Age

SLOs according to the syllabus for ENGL 2071 and the syllabus for ENGL 2072 are upon successful completion of this course, the student will:

1. identify significant writers of the period and their works.
2. demonstrate an understanding of the influence of society and historical change on the individual works.

Attached Files

[ENGL 2072 Syllabus 24-25.pdf](#)

[ENGL 2071 Syllabus-24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

All students in the course at the time of the SLO assessment will be assessed (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that LSU Alexandria face-to-face site had no students during AY 2024-2025.

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)

Because the SLOs for the two courses 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 103 students enrolled in ENGL 2071 and ENGL 2072 on the census days for fall 2024 and spring 2025 with 61 (59.2%) of them being assessed for learning. The instructor for the two face-to-face courses did not turn in SLO data due to a misunderstanding. As a result, the 8-week online scores were used to generate the scores (see Table 1). The 8-week online students scored an 86% overall; a 77% on outcome 1, a 98% on outcome 2. Students in the online course seemed to do well surpassing the established benchmark,

Table 1. ENGL 2071 & 2072 SLO Results by Site AY 2024-2025 as a Percentage.			
SLO Description	Overall	LSUE FF	Online 8-Wk
Overall	86	no data	86
1. Identify significant writers	77	no data	77
2. Influence of society	98	no data	98
Total number of students tested	61	0	61
Total number of sections	4	2	2
Total number of students enrolled	103	40	63

Table 2 shows the longitudinal data for the courses since SLO was kept starting in AY 2017-2018. Both the results of the overall and outcome one were below the results from AY 2023-2024 and the simple mean. However, the results for outcome 2 was at its highest, surpassing the simple mean of 93.7% keeping in mind that the face-to-face data is missing.

Table 2. Longitudinal SLO Data for ENGL 2071 & ENGL 2072 as a Percentage									
Description	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	87	91	88	86	90	89	89	86	88.3
1. Identify writers	84	91	84	85	84	78	81	77	83.0
2. Influence on society	90	92	89	91	94	99	97	98	93.7
Number of students tested	96	104	80	91	87	58	66	61	80

Given that the observed score of 86% > the established benchmark of 70%, this outcome was met even though the face-to-face sections were not assessed.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, the faculty member believes he can improve student learning by:

Fall 2024 and spring 2025 online 8-week - review the midterm and final exam to identify questions with low success rates and examine the subjects for the essay to consider alternates. In addition, stress the importance of format and punctuation/grammar/mechanics and grade accordingly (see attached SLO plans).

Attached Files

[ENGL 2072 fa 24 8-wk online.pdf](#)

[ENGL 2072 sp 25 8-wk online.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Foreign Language (FREN 1001/1002)

Objective Number: 2.44 French

Start: 11/1/2024

End: 10/31/2025

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in a foreign language (French) as required by their curriculum.

This objective will be directly assessed by the student learning outcomes (SLOs) in FREN 1001 and FREN 1002 - both courses are Elementary French and have the same SLOs. Upon the conclusion of the course, the student will:

1. Demonstrate a basic understanding of written French.
2. Demonstrate a basic understanding of conversational French.
3. Apply the knowledge of the vocabulary and grammar learned in a sustained manner both in a written and oral format.

(See FREN 1001 syllabus and FREN 1002 syllabus below) The Director of IE removed the two syllabi because they were out of date.

Section 2: Assessment/Evaluation/Measures/Strategies:

All **students will be assessed at all sites** (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),

- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Outcomes from FREN 1001 and FREN 1002 will be assessed using the following:

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.

The benchmark is 70%. This is a historic metric and the lowest C (or average grade) for transfer purposes.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, the French courses were canceled due to low enrollment.

For AY 2024-2025, the assessments of these courses were not completed because they have been offered but cancelled due to low enrollment. French had adequate enrollment in AY 2021-2022 and only had 20 students enrolled which is not enough to normalize the data.

If the courses are cancelled in AY 2025-2026, this objective will be cancelled.

Section 4: Improvement Plan/ Changes Made:

n/a

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: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 GE-Psychology (PSYC 2000/2070)

Objective Number: 2.51 Psychology

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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) and Developmental Psychology of the Life Span (PSYC 2070). Please see the syllabus for each course below.

The SLOs for Introduction to Psychology PSYC 2000 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspectives in psychology.
2. major fields of study in psychology.
3. the major goals of the study of psychology.

The SLOs for 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.

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for PSYC 2000 and PSYC 2070.

Attached Files

[PSYC 2000 Syllabus 24-25.pdf](#)

[PSYC 2070 Syllabus 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The PSYC 2000 (Introduction to 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no sections were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

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.

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. In addition, it is not related to whether the outcome is met or not. Success rates will be calculated by taking the total of A, B, C, and Ps for passing divided by the total enrolled on the 14th day and multiplying by 100. For AY 2024-2025, both PSYC 2000 and PSYC 2070 were in the top ten most enrolled courses.

The Director of IE is using the proportion of student success within ± 5 percentage points of the overall success rate **PSYC 2000** of 86.7% based on the proportion registered. Based on the 86.7% success rate, the expected variance is between 81.7% to 91.7% (see Table 5 attached in section 3). For **PSYC 2070**, the success rate is 85.8% based on the proportion registered. Based on the 85.8% success rate, the expected variance is between 80.8% and 90.8% (see Table 6 attached in section 3).

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 677 students in 20 sections of **PSYC 2000** on the census days for fall 2024 and spring 2025 with 638 (94.2%) of them being assessed for learning (see Table 1). Table 1 also indicates the sites at which PSYC 2000 was offered; it was not offered at any sites other than those in the table. The results indicate that students scored well within the overall at 89%, outcome 1 being 90% and outcomes 2 and 3 being 89%. In terms of the individual sites, the LSU Eunice face-to-face and high school dual enrollment sites had similar scores; LSUE Eunice scoring the highest at 93%, then high school dual enrollment students at 91%. This was followed by 8-week online at 89%, then the 16-week (full-term) online at 81%.

Table 1. PSYC 2000 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	89	93	81	89	91
1. Major theoretical perspectives	90	94	82	90	92
2. Knowledge of major fields of study	89	92	79	88	91
3. Major goals of the study	89	93	82	88	91
Total number of students tested	638	145	127	70	296
Total number of sections	20	5	4	3	8
Total number of students enrolled	677	153	137	80	307

Longitudinally, PSYC 2000 students scored the highest in AY 2024-2025 outpacing both the simple mean for the time period and AY 2023-2024 in the overall and each outcome (see Table 2). Note that the means in Table 2 are calculated from AY 2014-2015 through the present; however, AY 2014-2015 through AY 2018-2019 are hidden due to space.

Table 2. Longitudinal SLO Results for PSYC 2000 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	85	86	86	83	87	89	85.5
1. Major theoretical perspectives	84	86	87	85	88	90	86.3
2. Knowledge of major fields of study	86	90	86	83	85	89	86.0
3. Major goals of the study	86	85	85	83	82	89	84.1
Total number of students tested	309	298	246	289	504	638	355

Next, Table 3 examines the data from **PSYC 2070**. The course had 637 students enrolled in 16 different sections on the census days for fall 2024 and spring 2025 with 559 (87.8%) being assessed for learning. Table 3 shows all sections offered for PYSC 2070; it was not offered in any other methodology or at any other site. The results indicate that students did well, scoring an 87% on the overall and outcomes 1 and 3 with an 88% on outcome 2. The 8-week online scored the highest at 93% with the LSU Eunice site coming in second at 90%, then the 16-week online, and finally high school dual enrollment sites at < 50% of a program scored an 80%.

Table 3. PSYC 2070 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16- Wk	Online 8- Wk	Dual Enr < 50%
Overall	87	90	83	93	80
1. major theoretical perspective	87	89	84	93	78
2. critical concepts	88	91	83	94	84
3. relative contributions	87	92	81	93	75
Total number of students tested	559	210	243	86	20
Total number of sections	16	6	7	2	1
Total number of students enrolled	637	215	314	86	22

The longitudinal data for PSYC 2070 is shown in Table 4 indicating that the performance for AY 2024-2025 was just below the performance of AY 2023-2024 and AY 2022-2023. In addition, the performance of AY 2024-2025 was just below the simple means shown in Table 4. Please note that the simple means include data from AY 2013-2024 through 2018-2019, but AY 2013-2014 through AY 2018-2019 are hidden due to space considerations.

Table 4. Longitudinal SLO Results for PSYC 2070 by Academic Year as a Percentage.

Student Learning Outcomes	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	89	90	90	88	88	87	87.9
1. major theoretical perspective	89	89	89	87	87	87	88.2
2. critical concepts	90	90	90	89	89	88	87.8
3. relative contributions	89	92	91	89	87	87	87.4
Total number of students tested	603	487	486	474	454	559	429

Achieving the Dream Demographics

PSYC 2000 and PSYC 2070 are two of the top most enrolled courses taken in a given academic year. As a result, the Achieving the Dream (ATD) demographics are examined even though there is not a specific benchmark at this time.

For **PSYC 2000**, there were 731 students enrolled in the course for summer 2024, fall 2024, and spring 2025 (not just fall 2024 and spring 2025) with an overall success rate (A, B, C, and P only) = 86.7% (see Table 5 below). Demographic data was split up three ways Ethnicity, Gender, and socioeconomic status using whether or not the student received a Pell Grant. Because the success rate was 86.7%, a $\pm 5\%$ percentage point established yields 81.7% for the lower boundary and 91.7% is the upper boundary. In examining the success rates based on demographics, Table 5 indicates that Black (non-Hispanic) students had a success rate of 80.1% which was below the expected +5 percentage point expected variance of 81.7%. White (non-Hispanic) students had a success rate of 89.4% which was within the variance of 91.7%. All other ethnic groups had less than 30 students.

For gender, female students had a success rate of 89.1% which was within the +5-percentage point expected variance at 89.1% while males had a success rate of 81.3%; this being below the 81.7% by 0.3 of a percentage point. Finally, students not receiving a Pell Grant had a success rate of 90.3% and were within the +5-percentage point variance at 90.3% while students receiving a Pell Grant underperformed at 77.9% and were below the expected variance.

For **PSYC 2070**, the data in Table 6 indicates that there were 625 students enrolled for summer 2024, fall 2024, and spring 2025 with 536 (85.8%) of them successfully completing the course with an A, B, or C. This establishes an expected variation between 80.8% and 90.8%.

For ethnicity, Black (non-Hispanic) students succeeded at a rate of 80.1% falling just below the expected variance of 80.8% while White (non-Hispanic) students succeeded at 87.3% which was within the expected variance of 90.8%; these being the only two ethnic groups with 30 or more students. In terms of gender, female students performed at 85.7% while males performed at 86.4%; both within the expected variance. Finally,

students without a Pell Grant succeeded at 89.3% which was within the expected variance at 90.8% while those with a Pell Grant succeeded at 81.8% which was within the expected variance at 80.8%.

Summary

Given that the observed value for the student learning outcomes for

- PYSC 2000 = 89% > the established
- PSYC 2070 = 87% > the established

benchmark of 70%, the outcome is met.

Attached Files

[Table 5 PSYC 2000 ATD Demographics.pdf](#)

[Table 6 PSYC 2070 ATD Demographics.pdf](#)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	5	0.7	4	80.0	Female	506	69.2	451	89.1	N	518	70.9	468	90.3
Asian	13	1.8	13	100.0	Male	225	30.8	183	81.3	Y	213	29.1	166	77.9
Black (non-Hispanic)	211	28.9	169	80.1	Total	731	100	634	86.7	Total	731	100	634	86.7
Hispanic of any race	12	1.6	10	83.3										
Native Hawaiian /Pacific Island	0	0.0	0	#DIV/0!										
Nonresident Alien	1	0.1	1	100.0										
Not reported	10	1.4	10	100.0										
Two or more races	26	3.6	22	84.6										
White (non-Hispanic)	453	62.0	405	89.4										
Total	731	100.0	634	86.7										

Lower boundary = 81.7%

Overall = 86.7%

Upper boundary = 91.7%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date) per AY defined as summer, fall, and spring. The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Table 6 PSYC 2070 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	2	0.3	2	100.0	Female	559	89.4	479	85.7	N	328	52.5	293	89.3
Asian	8	1.3	8	100.0	Male	66	10.6	57	86.4	Y	297	47.5	243	81.8
Black (non-Hispanic)	141	22.6	113	80.1	Total	625	100	536	85.8	Total	625	100	536	85.8
Hispanic of any race	10	1.6	9	90.0										
Native Hawaiian /Pacific Island	0	0.0	0	#DIV/0!										
Nonresident Alien	0	0.0	0	#DIV/0!										
Not reported	8	1.3	4	50.0										
Two or more races	22	3.5	21	95.5										
White (non-Hispanic)	434	69.4	379	87.3										
Total	625	100.0	536	85.8										

Lower boundary = 80.8%

Overall = 85.8%

Upper boundary = 90.8%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date) per AY defined as summer, fall, and spring. The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve learning by:

PSYC 2000

LSUE face-to-face

- Fall 2024: Increase opportunities for students to apply the content to real-world scenarios.

8-week online

- Fall 2024: Increase the use of online and multimedia resources.

High school dual enrollment

- Spring 2025: Improvements to instruction may include additional independent research activities, surveys of current research, and further hybridization of the course to provide online support

PSYC 2070

LSUE face-to-face

- Fall 2024: Include in lecture notes and emphasize infographics comparing and contrasting major theories

16-week online

- Spring 2025: To further strengthen student understanding of developmental theories, brief comparative analysis activities will be integrated into lectures. These will require students to evaluate multiple theoretical perspectives side-by-side through real-life case studies,

8-week online

- Spring 2025: Highlight the influence of these perspectives on specific topics throughout the course content.

Attached Files

[PSYC 2000 F2F FA24.pdf](#)

[PSYC 2070 F-F FA24.pdf](#)

[PSYC 2000 8-wk Online FA24.pdf](#)

[PSYC 2000 HSDEnroll SP25.pdf](#)

[PSYC 2070-8-wk Online SP25.pdf](#)

[PSYC2070 A6-wk Online SP25.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Sociology (SOCL 2001/2501)

Objective Number: 2.52 Sociology

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 the student learning outcomes: Upon the completion of this course, the student will demonstrate (see syllabi below):

- A. an understanding of sociological theory
- B. an understanding of sociological methodology

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for SOCL 2001 and 2501.

Attached Files

[SOCL 2001 Syllabus 24-25.pdf](#)

[SOCL 2501 Syllabus 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

An internal direct assessment will take place in both courses in **all sections** (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria site during AY 2024-2025.

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.

Achieving the Dream Demographics based on Course Success

Director of IE's note: This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not. Success rates will be calculated by taking the total of A, B, C, and Ps for passing divided by the total enrolled on the 14th day and multiplying by

100. LSU Eunice became an Achieving the Dream Institution in January 2021. The Executive Director of IE is using the proportion of student success within ± 5 percentage points of the overall success rate calculated in the section 3 below. In AY 2024-2025, SOCL 2001 and SOCL 2501 were one of the top ten courses with the highest enrollment when considered together.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

Direct Assessment using Student Learning Outcomes

For AY 2024-2025, there were 662 students enrolled in 22 sections of SOCL 2001 and SOCL 2501 on the census days for fall 2024 and spring 2025 with 652 (98.5%) of the being assessed for learning (see Table 1). Overall, the students achieved an 85% on the student learning outcomes obtaining an 83% on outcome 1 and an 86% on outcome 2. Additionally, high school dual enrollments scored the highest at 89% followed by 16-week online students at 85%. This was followed by LSU Eunice face-to-face students at 84% and then 8-week online students at 80%.

Table 1. SOCL 2001 and 2501 SLO Results by Site AY 2024-2025 in Percentages.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	85	84	85	80	89
A. an understanding of sociological theory	83	82	82	80	90
B. an understanding of sociological methodology	86	86	88	78	89
Total number of students tested	652	242	170	111	129
Total number of sections	22	9	5	4	4
Total number of students enrolled	662	247	175	111	129

Table 2 details the longitudinal performance in the courses showing that AY 2024-2025 was the highest enrollment for the period studied. In addition, AY 2024-2025 scored just higher than AY 2023-2024 overall, but were just below the simple means. Note that AY 2014-2015 through AY 2024-2025 are included in the simple means; however, AY 2014-2015 through AY 2018-2019 were hidden due to space.

Table 2. SOCL 2001 and 2501 Longitudinal Data as Percentages.

SOCL 2001 and 2501 SLO Description	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	84	83	87	85	84	85	87.2
A. an understanding of SOCL theory	80	84	86	85	82	83	87.7
B. an understanding of SOCL methodology	88	82	87	84	87	86	86.6
Total number of students tested	347	351	400	427	404	652	332

ATD Demographics

SOCL 2001 and SOCL 2501 taken together were among the top ten enrolled courses for AY 2024-2025 with 656 students enrolling for summer 2024, fall 2024, and spring 2025 with 565 (86.1%) of successfully completing the course with an A, B, or C (see Table 3 below). The success rate of 86.1% establishes a ± 5 percentage point expected variance of 81.1% to 91.1% for the demographic groups.

In terms of ethnicity, the only two groups to have 30 or more members were Black (non-Hispanic) and White (non-Hispanic). Black (non-Hispanic) students had a success rate of 84.1% while White (non-Hispanic) had a success rate of 88.4%; both within the expected variance. The same was true for gender with females' success at 86.7% and male success at 85.2%. Finally, students with no Pell Grant succeeded at 90.0% being within the expected variance while students with a Pell Grant had a success rate of 79.4%; this being just below the expected variance.

Given that the observed value of 85% > the established benchmark of 70%, this outcome is met.

Attached Files

[Table 3. SOCL ATD Demographics.pdf](#)

Table 3 SOCL 2001 and SOCL 2501 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	9	1.4	4	44.4	Female	427	65.1	370	86.7	N	418	63.7	376	90.0
Asian	9	1.4	9	100.0	Male	229	34.9	195	85.2	Y	238	36.3	189	79.4
Black (non-Hispanic)	182	27.7	153	84.1	Total	656	100	565	86.1	Total	656	100	565	86.1
Hispanic of any race	9	1.4	4	44.4										
Native Hawaiian /Pacific Island	0	0.0	0	#DIV/0!										
Nonresident Alien	3	0.5	3	100.0										
Not reported	15	2.3	15	100.0										
Two or more races	25	3.8	20	80.0										
White (non-Hispanic)	404	61.6	357	88.4										
Total	656	100.0	565	86.1										

Lower boundary = 81.1%

Overall = 86.1%

Upper boundary = 91.1%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date) per AY defined as summer, fall, and spring. The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty believe they can improve by:

SOCL 2001

LSUE face-to-face

- Fall 2024: stringently emphasize following the exam schedule
- Spring 2025: stringently emphasize following the exam schedule

16-week online

- Fall 2024: stringently emphasize following the exam schedule
- Spring 2025: stringently emphasize following the exam schedule

8-week online

- Fall 2024: notify students with final warnings through messages on Moodle or email

- Spring 2025: Instructor will notify an at-risk student with warnings. This will occur through messages delivered via Moodle or email.

High school dual enrollment

- Fall 2024: notify students with final warnings through messages on Moodle or email
- Spring 2025: To include all three domains of learning students will also provide an oral presentation of the written assignments.

SOCL 2501

LSUE face-to-face

- Fall 2024: Incorporate both historical and current events into the lectures impacting social stability and change across cultures
- Spring 2025: Remind students of exam schedule so they take all 17 exams.

16-week online

- Fall 2024: no sections
- Spring 2025: no sections

8-week online

- Fall 2024: instructor will notify students with final warnings
- Spring 2025: no sections

High school dual enrollment-no sections in spring 2025

Attached Files

[SOCL 2001 F-F FA24.pdf](#)
[SOCL 2001 HSDEnroll FA24.pdf](#)
[SOCL 2501 8-wk online FA24 .pdf](#)
[SOCL 2001 HSDEnroll SP25.pdf](#)
[SOCL 2501 F-F SP25.pdf](#)
[SOCL 2001 8-wk online SP25.pdf](#)
[SOCL 2001 F-F SP25.pdf](#)
[SOCL 2001 16-wk Online SP 25.pdf](#)
[SOCL 2501 F-F Fa 24.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Political Science (POLS 2051)

Objective Number: 2.53 Political Science**Start: 11/1/2024****End: 10/31/2025****Progress: Completed****Provided By: Division of Arts and Sciences****Section 1: 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 each branch and level government, the rights and responsibilities of citizens, and the relationship between political science and government.
- B. Demonstrate the ability to analyze historic material.

Attached Files

[POLS 2051 SP 25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

All students (i.e. no sampling) at all sites where the course is offered will be directly assessed.

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

SLOs will be assessed using internally created documents according to the professional judgement of the faculty member through any of the following:

1. The midterm examination
2. The comprehensive final examination.

A 70% benchmark is set as the lowest "average" or "C" grade that typically transferred to other institutions of higher education for degree credit.

POLS 2051 was chosen to represent student learning because POLS 2051 is the only general education Political Science course offered in the academic year under discussion.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 60 students enrolled in POLS 2051 during the spring 2025 census day with 55 (91.7%) of them being assessed for learning (see Table 1). Table 1 also denotes the sites at which the course was offered; it was not offered at any other site shown in section 2. Note that due to a student learning outcome change between fall and spring for a course update, fall 2024 data was collected, but not reported because faculty removed outcome 3 and changed outcome 1 in spring 2025.

The data in Table 1 indicates that students scored an 77% overall; a 79% on outcome 1, and a 75% on outcome 2. In addition, Table 1 details that the 8-week online outperformed the 16-week online. Given that, the students for both modalities scored above the 70% for each individual outcome.

Table 1. POLS 2051 SLO Results AY 2024-2025 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	77	74	82
1. Roles and powers	79	76	84
2. Analysis	75	72	80
Total number of students tested	55	32	23
Total number of sections for AY	2	1	1
Total number of students registered	60	37	23

Because the SLOs were changed from fall 2024 to spring 2025, there is no longitudinal data to report.

Given that the observed score of 77% > than the observed benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, the faculty member believes that she can do the following to increase student learning:

8-week online: spring 2025 - continue to adjust assessment measures to raise student outcome percentage

16-week online: spring 2025 - continue to adjust assessment measures to raise student outcome percentage

Attached Files

[Sp25 POLS 2051 16-wk online.pdf](#)

[Sp25 POLS 2051 8-wk online.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Geography (GEOG 1001)

Objective Number: 2.54 Geography

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 - Word 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 the online sections (full 16-week term and 8-week term) is attached below for reference.

Note: The faculty member noted that SLO number should not have been included on the syllabus (see response email below). The course was going through a LSU Online update during summer 2025.

Attached Files

[Course Syllabus for Geography 1001 FA24.pdf](#)

[J Ardoin Response to SLO Question.pdf](#)

Section 2: 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

The 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were four online sections of GEOG 1001 - two 8-week and two 16-week (see Table 1). In all 135 students were enrolled on the census days with 130 (96.3%) assessed for learning. Please note that no other course sections were offered at any other sites and none were

offered face-to-face. Table 1 indicates that the overall was 80% with outcome 1 at 82%, outcome 2 at 76%, and outcome 3 at 83% with both the 16-week and 8-week online formats scoring similarly.

Table 1. Geography SLO Results by Site AY 2024-2025 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	80	81	79
1. Analyze relationships	82	85	79
2. Changes to the natural environment	76	77	75
3. Societal issues impacting various world regions	83	83	84
Total number of students tested	130	69	61
Total number of sections	4	2	2
Total number enrolled on census days	135	74	61

Next, Table 2 details the longitudinal data showing that the scores from AY 2024-2025 were identical to AY 2023-2024. The current overall score was also slightly below the overall mean for the time period shown. Outcome 1 was slightly higher than the mean while outcomes 2 and 3 were below the longitudinal means.

Table 2. Longitudinal SLO Results for Geography by Academic Year as a Percentage.								
Student Learning Outcomes	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	88	82	80	78	79	80	80	81.0
1. Analyze relationships	81	87	82	78	81	82	82	81.9
2. Changes to the natural environment	99	82	75	75	75	76	76	79.8
3. Societal issues impacting various world regions	91	78	85	82	84	83	83	83.7
Total number of students tested	61	125	124	155	154	162	130	130

Given that the overall score of 80% > the established benchmark of 70%, this outcome was met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, he believes that learning can be improved by:

8-week online: implementing better study and reading guides; improve notes and chapter questions to focus on outcome two;

16-week online: maintain the use of written responses and assignments to maintain comprehension

Attached Files

[Geog1001-24 FA24.pdf](#)

[Geog1001-L6 SP25.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE Economics (ECON 2000/2010)

Objective Number: 2.55 Economics

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Section 1: Objective With Intended Outcomes:

Students will successfully complete their general education coursework developing competencies in cultural understanding through economics. This objective will be assessed using student learning outcomes (SLOs) from ECON 2000 (Principles of Microeconomics) and ECON 2010 (Principles of Macroeconomics).

The SLOs for **ECON 2000** are upon successful completion of this course, the student will:

- A. Demonstrate knowledge of demand and supply.
- B. Demonstrate knowledge of production costs and market structures.

The SLOs for **ECON 2010** are upon successful completion of this course, the student will:

- A. Demonstrate knowledge of macroeconomic fundamentals.
- B. Demonstrate knowledge of fiscal policy and the public sector.
- C. Demonstrate knowledge of money, banking, and monetary policy.

The syllabi for ECON 2000 and for ECON 2010 are attached below.

Attached Files

[ECON 2000 Syllabus AY 24-25.pdf](#)

[ECON 2010 Syllabus AY 24-25.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The SLOs for both courses will be directly assessed with 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site during AY 2024-2025.

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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were 67 students enrolled in two 8-week and two 16-week online sections **ECON 2000** on the census days for fall 2024 and spring 2025 with 63 (94.0%) being assessed for learning (see Table 1). Table 1 also indicates that the course was not offered at any face-to-face site. The results indicate that students scored an 81% overall, an 83% on outcome A, and an 79% on outcome B. The 16-week online overall outpaced the 8-week online sections by three percentage points (keeping in mind the low n = 19 for the 8-week sections).

Table 1. ECON 2000 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	81	82	79
A. Demand and supply.	83	84	81
B. Production costs and market structures.	79	79	78
Total number of students tested	63	44	19
Total number of sections	4	2	2
Total number of students enrolled	67	48	19

Table 2 presents the longitudinal data showing an overall low of 77%, then a high of 87% and now the scores seem to be slipping slightly. The scores for AY 2024-2025 decreased five percentage points from AY 2023-2024 and are slightly below the overall simple mean of 82.9%.

Table 2. Longitudinal SLO Results for ECON 2000 by Academic Year as a Percentage.

ECON 2000 SLO Descriptions	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	77	79	82	85	86	87	86	81	82.9
A. Demand and supply.	81	81	80	83	80	88	85	83	82.7
B. Production costs & market structures.	72	76	81	87	87	88	87	79	82.1
Total number of students tested	39	69	71	43	52	54	58	63	56

For ECON 2010, there were 58 students enrolled in two 8-week and two 16-week online courses on the census days for fall 2024 and spring 2025 with 51 (87.9%) being assessed for learning (see Table 3). Table 3 also indicates that the course was only offered online and was not offered at any face-to-face site. Students scored an 88% overall, a 91% on outcome A, an 86% on outcome B, and an 88% on outcome C with the 8-week online students outpacing the full-term online students by three percentage points. However, caution is urged in interpreting the 8-week online data given the low $n = 17$.

Table 3. ECON 2010 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	88	87	90
A. Macroeconomic fundamentals.	91	89	94
B. Fiscal policy and the public sector.	86	85	87
C. Money, banking, and monetary policy.	88	86	90
Total number of students tested	51	35	16
Total number of sections	4	2	2
Total number of students enrolled	58	41	17

Next, Table 4 shows the longitudinal results for ECON 2010 and that the results were similar to AY 2023-2024 above the overall simple mean. The overall score of 88% has been achieved for the second year in a row.

Table 4. Longitudinal SLO Results for ECON 2010 by Academic Year as a Percentage.

ECON 2010 SLO Descriptions	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Overall	71	82	84	81	86	83	88	88	82.8
A. Macroeconomic fundamentals.	75	78	81	79	85	83	89	91	82.6
B. Fiscal policy & the public sector	68	85	87	81	91	88	89	86	84.4
C. Money, banking, & monetary policy	68	82	85	76	81	78	87	88	80.5
Total number of students tested	26	27	72	47	43	60	45	51	46

Given that the observed score of

- 81% for ECON 2000 and
- 88% for ECON 2010

> the established benchmark, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

ECON 2000

- 16-week online: Fall 2024: make sure students are aware of the tools in the book; offer student support; and add video instructions (see PDF below)
- 8-week online: Spring 2025: provide video simulations; show visuals of supply/demand curve movements.

ECON 2010

- 16-week online: Spring 2025: consider offering additional support and using videos.
- 8-week online: Fall 2024: work on providing practice problems; will work on providing instructor made video.

Attached Files

[ECON2000-16wk-online-Fa-24.pdf](#)[ECON2010-8wk-online-FA-24.pdf](#)[ECON2010-16wk-online SP 25.pdf](#)[ECON2000-8wk-online-SP-25.pdf](#)

GE 6. Art

General Education Description:

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION GOALS-----RELATED ITEM LEVEL 1

24-25 GE-Art History (ART 1440/1441/2470)

Objective Number: 2.61 Art History

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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 periods, cultures, and styles.
2. Recognize important examples of art and architecture.
3. Demonstrate an understanding of the relationship between art and society.

Sample Syllabi (see PDF files below).

Attached Files

[ART 2470 Departmental Syllabus.pdf](#)

[ART 1440 Departmental Syllabus .pdf](#)

[ART 1441 Departmental Syllabus.pdf](#)

Section 2: 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 enrolled in the study of art. **All students in the course will be assessed** (i.e. no sampling).

For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Note that no courses were offered at the LSU Alexandria face-to-face site for AY 2024-2025.

These outcomes will be assessed using one or more of the following methods (individual faculty have their choice at which to use):

- 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.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, there were a total of 429 students enrolled in 18 sections of the art courses on the census days for fall 2024 and spring 2025 with 387 (90.2%) being assessed for learning (see Table 1). Table 1 also indicates where the courses were offered; none were offered at any other Off Campus Instructional Sites. Overall, students did well achieving an overall of 90%; a 90% on outcome 1; a 91% on outcome 2, and a 91% on outcome 3 (see Table 1). Both the 8-week online students and the high school dual enrollment students scored the highest at 93%, then the LSU Eunice face-to-face and LSU Baton Rouge face-to-face students at 89%, and then 16-week online students at 85%. As shown, all individual scores were in the 80s and 90s.

Table 1. Art History SLO Results by Site AY 2024-2025 in Percentages.

Art History SLO Description	Overall	LSUE FF	LSU BR	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	90	89	89	85	93	93
1. Locate works of art	90	88	89	88	92	93
2. Recognition	91	91	87	87	94	95
3. Relationship between art & society	91	88	98	82	94	99
Total number of students tested	387	103	27	93	87	77
Total number of sections	18	5	1	3	4	5
Total number of students enrolled	429	114	27	101	100	87

Next, Table 2 details the longitudinal data from AY 2020-2021 when the outcomes were updated. AY 2024-2025 saw the most students since records were kept (even considering the old SLO data back to AY 2014-2015). The scores for AY 2024-2025 paralleled the past two years and were above the simple means since AY 2020-2021.

Table 2. Longitudinal SLO Results for Art History by Academic Year as a Percentage.

Student Learning Outcomes	20-21	21-22	22-23	23-24	24-25	Mean
Overall	82	85	90	90	90	87.4
1. Locate works of art	81	82	91	90	90	86.8
2. Recognition	92	90	92	93	91	91.5
3. Relationship between art & society	71	84	87	87	91	83.9
Total number of students tested	140	253	255	262	387	259

Given that the observed score of 90% > the established benchmark, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

LSUE face-to-face

- Fall 2024: Assign concepts maps and timelines and provide skeletal notes to build notetaking skills along with emphasizing their value for studying.

- Spring 2025: Build activities to increase critical thinking, connections across topics, and support recall of materials

LSU Baton Rouge Fall 2024 only: Take time at the end of each week to review the week's material. Review quizzes and create activities to improve visual memory.

16-week online: Fall 2024: Assign small group projects to reinforce understanding of core concepts.

8-week online

- Fall 2024: Send out email reminders and change the discussion topic.
- Spring 2025: I will increase email reminders to encourage all students to participate

High school dual enrollment

- Fall 2024: Encourage students to review works and their related styles more often and encourage students to set a scheduled time for study. It is possible that time management techniques could improve the grade.
- Spring 2025: Analyze the art work aloud or use structured worksheets

Attached Files

[ART 1441 Fa 24 16-wk online.pdf](#)

[ART 247 Fa 24 F2F.pdf](#)

[ART 1440 Fa 24 HSDualEnr.pdf](#)

[ART1440 Fa 24 LSU-BR.pdf](#)

[ART 1440 Fa 24 8-wk online.pdf](#)

[ART 1441 Sp 25 8-wk online.pdf](#)

[ART 1441 Sp 25 HSDualEnr.pdf](#)

[ART 1441 Sp 25 F2F.pdf](#)

RELATED ITEM LEVEL 1

24-25 GE-Art Music Appreciation (MUS 1751)

Objective Number: 2.62 Music Appreciation

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: 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

(see the syllabus for MUS 1751 - Music Appreciation - below).

Achieving the Dream Demographics

LSU Eunice will reduce any differences in success between demographic groups for MUS 1751.

Attached Files

[MUS 1751 Departmental Syllabus .pdf](#)

Section 2: 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 the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice face-to-face,
- LSU Alexandria face-to-face,
- Online full-term (16-week),
- Online accelerated (8-week),
- Eunice High School Dual Enrollment face-to-face,
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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.

Achieving the Dream Course Success Data Demographics

This data is being monitored but is not yet benchmarked. In addition, it is not related to whether the outcome is met or not. Success rates will be calculated by taking the total of A, B, C, and Ps for passing divided by the total enrolled on the 14th day and multiplying by 100.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was met.

For AY 2024-2025, a total of 551 students were enrolled in 17 sections of MUS 1751 on the census days for the fall 2024 and spring 2025 semesters with 517 (93.8%) of them being assessed for learning (see Table 1). Table 1 indicates the sites where MUS 1751 was offered during AY 2024-2025; it was not offered at any other site. The results indicate that the overall was 89%, outcome 1 was 92%, outcome 2 was 86%, and outcome 3 was 88%. Students taking the 16-week online sections scored slightly higher than high school dual enrollment students. The 8-week online students scored just below the high school dual enrollment students at 87%.

Table 1. MUS 1751 SLO Results by Site for AY 2024-2025 as Percentages				
SLO Description	Overall	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	89	90	87	89
1. Vocabulary	92	92	92	91
2. Effect of music society and history	86	87	83	87
3. Identify major music style periods	88	89	83	90
Total Number of Students	517	298	99	120
Total Number of Sections	17	9	4	4
Total number of students enrolled	551	311	112	128

Longitudinally, Table 2 indicates that the AY 2024-2025 scores were higher than any other year in the period studied; this being since the outcome language was changed for AY 2020-2021. The scores for AY 2024-2025 also exceeded the simple means for the time period shown.

Table 2. MUS 1751 Longitudinal Data as Percentages.

MUS 1751 SLO Description	20-21	21-22	22-23	23-24	24-25	Mean
Overall	86	85	86	88	89	86.7
1. Vocabulary	92	90	92	92	92	91.6
2. Effect of music society and history	84	84	84	85	86	84.6
3. Identify major music style periods	81	80	69	86	88	80.7
Total number of students tested	333	405	376	428	517	412

Achieving the Dream Demographics

The data indicates that there were 596 students enrolled in MUS 1751 for summer 2024, fall 2024, and spring 2025 with 512 (85.9%) of them successfully completing the course with an A, B, or C (see Table 3 below). This establishes an expected variation between 80.9% and 90.9%.

For ethnicity, Black (non-Hispanic) students performed below the expected variance of 80.9% at 77.1% while White (non-Hispanic) students succeeded at 88.8% which was within the expected variance; these being the only two ethnic groups with 30 or more students. For gender, female students performed at 85.7% while males performed at 86.3%; both within the expected variance. Finally, students without a Pell Grant performed within the expected variance at 89.1% while those with a Pell Grant performed just below the expected variance at 80.7%.

Given that the observed score of 89% > the established benchmark of 70%, this outcome was met.

Attached Files

[Table 3 MUS 1751 ATD Demographics.pdf](#)

Table 3. MUS 1751 Success Rates for AY 2024-2025 (Summer, Fall, and Spring)

Success Rate by Ethnicity.					Success Rate by Gender.					Success Rate by SES.				
Ethnicity	Enrolled		A, B, or C		Gender	Enrolled		A, B, or C		Pell	Enrolled		A, B, or C	
	n	%	n	%		n	%	n	%		n	%	n	%
American Indian or Alaska Native	10	1.7	9	90.0	Female	435	73.0	373	85.7	N	368	61.7	328	89.1
Asian	7	1.2	7	100.0	Male	161	27.0	139	86.3	Y	228	38.3	184	80.7
Black (non-Hispanic)	144	24.2	111	77.1	Total	596	100	512	85.9	Total	596	100	512	85.9
Hispanic of any race	5	0.8	5	100.0										
Native Hawaiian /Pacific Island	0	0.0	0	--										
Nonresident Alien	1	0.2	0	0.0										
Not reported	8	1.3	7	87.5										
Two or more races	19	3.2	16	84.2										
White (non-Hispanic)	402	67.4	357	88.8										
Total	596	100.0	512	85.9										

Lower boundary = 80.9%

Overall = 85.9%

Upper boundary = 90.9%

Note that the percent enrolled is based on the total enrolled in the course on the 14th class day (census date). The percent success with an A, B, or C is based on the number enrolled for that individual group. Percent success in red indicates success of the group exceeds of the allowable ± 5 percentage point variation based on the success for all students at the bottom of the table. Percent success in green indicates that the group is within the ± 5 percentage point variation. Red or green is only used when the total in the group is greater than or equal to 30 to reduce sampling error.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

16-week online

- Fall 2024: Encourage all students to participate and use additional learning aids.
- Spring 2025: More emphasis will be placed on the content of each unit.

8-week online

- Fall 2024: More emphasis will be placed on the content of each unit.

High school dual enrollment

- Spring 2025: Greater class time will be devoted to vocabulary.

Attached Files

[MUS 1751 FA .24 8-wk online.pdf](#)

[MUS 1751 Fa 24 16-wk online.pdf](#)

[MUS 1751 SP 25 16-wk online.pdf](#)

[MUS 1751 Sp 25 HSDualEnr.pdf](#)

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VII. Student Achievement

Louisiana State University at Eunice



Selected Information on Student Achievement Fall 2025 for Academic Year 2023-2024

Office of Institutional Effectiveness and Accreditation
September 26, 2025

Questions about this document may be directed to Dr. Paul Fowler, Executive Director of Institutional Effectiveness at pfowler@lsue.edu.

Introduction

Louisiana State University at Eunice (LSU Eunice) has four strategic goals that guide the institution in meeting its mission.¹ To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to

1. ensure student access.
2. strengthen student success.
3. expand partnerships.
4. demonstrate a culture of continuous improvement.

SACSCOC Standard 8.1²

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

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

1. National Student Clearinghouse's Six-Year Graduation Rate (SACSCOC Key Student Completion Indicator)
2. Retention of new first-time degree seeking students from initial fall enrollment to the next fall
3. Associate Degree and Certificate of Technical Studies Completions
4. Licensure Rates
5. 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
6. Employment or Continuing Education

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

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

² This document is provided to comply with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Policy on Institutional Obligations for Public Disclosure on Student Achievement, Core Requirement 8.1, and the SACSCOC Board of Trustees Interpretation of Core Requirement 8.1. Because data must be complete for the report, it was decided that the data reported would come from the year prior to the Academic Year under evaluation where possible. As a result, this report for fall 2025 for AY 2024-2025 utilizes Institutional Effectiveness data from AY 2023-2024.

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

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

Objective – The criterion stated in measurable terms.

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

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

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

n – The number of students being assessed.³

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

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

Rationale: Increasing the population in the state with a higher education credential is a priority of the Louisiana Board of Regents. In addition, successful student completion of a credential (Associate Degree or Certificate of Technical Studies) supports the mission of LSU Eunice, and supports LSU Eunice's Strategic Goals 1-4: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (1) ensure student access; (2) strengthen student success; (3) expand partnerships, and; (4) demonstrate a culture of continuous improvement. In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Two of the objectives in that initiative complement LSU Eunice's Strategic Plan. They are: (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal support needed to participate in the 21st-century

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

economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow performance gaps between groups of rural students in their service area over a five-to-seven-year period.

Objective: LSU Eunice will increase the six-year completion rate for new first-time college students.

Threshold of Acceptability: 21.23%

Rationale: Data was examined for ten years from the fall 2008 cohort through the fall 2017 cohort. The 21.23% is the six-year total graduation rate for the cohort beginning fall 2008 and is the lowest of any year studied.

Goal: 39.02%

Rationale: The 39.02% represents the overall National Student Clearinghouse six-year graduation rate for the LSU Eunice cohorts beginning in fall 2008 through fall 2017 which is 3,648 student completers out of 9,348 in the cohorts.

Outcome: For first-time students entering with the fall 2018 cohort ($n = 920$), institutional data combined with the National Student Clearinghouse data indicated a six-year total completion rate of 401 (43.59%) students through spring 2024 semester. The fall 2018 cohort earned 466 credentials made up of 17 certificates, 267 associate degrees, and 182 bachelor's degrees. A total of 408 (87.6%) of the credentials were earned in the State of Louisiana. In addition, LSU Eunice's fall 2018 cohort's completion of 43.59% also surpassed the 2-year completion in the state of 35.36% for the same time period. Given that the observed value of 43.59% > the goal of 39.02% > the threshold of 21.23%, **this outcome is met.**

Improvement: LSU Eunice will continue its focus on the Student Success Center in the LeDoux Library with its wrap around services. EAB Navigate will continue to be used so faculty and staff may notify Student Success Center personnel of students having attendance or academic issues. As fall 2025 begins, the Division of Arts and Sciences is also working on course redesigns for some of the most scheduled courses. The five gateway courses are English Composition (ENGL 1001), Gateway Applied College Algebra (MATH 1015), Introduction to Psychology (PSYC 2000), Fundamentals of Communication (CMST 1061), and United States to 1865 (HIST 2055).

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

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

Objective: LSU Eunice will increase retention for first-time full-time degree seeking students from fall 2023 to the fall 2024 semester.

Threshold of Acceptability: 59.92%.

Rationale: Retention was examined from fall 2011 to fall 2012 through fall 2022 to fall 2023. This value is the lowest retention value and was from fall 2020 to fall 2021 (456/761).

Goal: 65.43%

Rationale: This goal is based on the overall retention fall 2011 to fall 2012 through fall 2022 to fall 2023. In those twelve academic years, there were 7,791 new first-time full-time degree-seeking students enrolled with 3,962 retained the following fall semester at LSU Eunice and 1,136 transferring within the State of Louisiana. The total number of students retained was 5,098 (65.43%).

Outcome: Data generated for this outcome was downloaded from the Louisiana Board of Regents Statewide Student Profile System and summarized by the Office of Institutional Effectiveness. There were 677 new first-time full-time student degree-seeking students enrolled for fall 2023 according to official data. Of the 677 students, 314 returned to LSU Eunice the following fall while 97 transferred to other institutions of higher education in the State of Louisiana for a total of 411 students or 60.71% retained. Since the goal of 65.43% > the observed value of 60.71% students retained > the threshold of 59.92%, **this outcome is partially met.**

Improvement: LSU Eunice has a number of initiatives underway to increase student success and retention. They include but are not limited to:

1. Implementing the new corequisite initiative for gateway English and mathematics.
2. Implementing a new student database system. Work Day student came online for fall 2025.
3. Implementing a course redesign for five “catapult” courses. Success in these courses greatly increase a student's chance of completing their degree program.
4. Continued use of EAB Navigate so faculty and staff may better communicate with students. Faculty may report students of concern with the most common being academic or attendance issues.

Criterion 3 (Academic Affairs Objective 3.2): Increase Completion

Rationale: Increasing the number of completers supports the mission of LSU Eunice and supports Strategic Goals 2, 3, and 4: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (2) strengthen student success, (3) expand partnerships, (4) demonstrate a culture of continuous improvement. Partnerships include, among others, business, hospitals, and high schools within the area. In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Two of the objectives in that initiative complement LSU Eunice's Strategic Plan. They are: (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal support needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow performance gaps between groups of rural students in their service area over a five-to-seven-year period.

Objective: LSU Eunice will increase student certificate and associate degree completion.

Threshold of Acceptability: 289 in an academic year.

Rationale: Completion data was analyzed from AY 2010-2011 through AY 2022-2023. The 289 completers was the lowest number of degrees and certificates/diplomas completed in AY 2010-2011 and AY 2011-2012.

Goal: 328-331 completers in an academic year.

Rationale: The 331 completers is the overall mean number of students and the 328 is the median number of students completing a credential using data over twelve years from AY 2010-2011 through AY 2022-2023.

Outcome: In AY 2023-2024, completion data was downloaded from the Louisiana Board of Regents summarized by LSU Eunice's Office of Institutional Effectiveness and Accreditation. LSU Eunice had a total of 283 certificates and 398 associate completers totaling 681. Given that the observed number of completers is $681 > \text{the goal of } 328\text{-}331 > \text{the threshold of } 289$, **this outcome is met.**

Improvement: As fall 2025 begins, the Strategic Planning Committee is considering what certificate and associate degree programs may be added over the next few years.

Criterion 4 (Multiple Objectives): Licensure Rates

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

Objective: LSU Eunice's Nursing, Radiologic Technology, Respiratory Care, and Surgical Technology students will successfully pass their licensure exams.

Threshold of Acceptability with Rationale:

Nursing (Objective 2.1): Students will score 80% or above for first-time test-takers on the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). The threshold was established by the Louisiana State Board of Nursing.

Radiologic Technology (Objective 3.1): Over a five-year average, credentialing pass rates will not be less than 75% within six months of graduation on the first attempt of the American Registry of Radiologic Technologist Board Exam in Radiography. This threshold is established by the Joint Review Committee on Education in Radiologic Technology.

Respiratory Care (Objective 4.1): The minimum success rate is 60% on a 3-year average established by the National Board of Respiratory Care Exam. The threshold is established by the accrediting agency – the Commission on Accreditation for Respiratory Care.

Surgical Technology (Objective 11.1): The minimum success rate is 70% established by the National Board of Surgical Technology and Surgical Assisting.

Goal and Rationale:

Nursing: Same as Threshold of Acceptability to maintain program accreditation.

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

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

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

Outcome:

Nursing: The NCLEX-RN® overall first attempt pass rate was 88.6% (70/79) for spring and fall 2024. The Eunice site completing in spring 2024 had 26 out of 28 (92.86%) pass. The Lafayette site in fall 2024 had 44 out of 51 (86.27%) pass; observed value of 88.6% > the threshold and goal of 80%; **Outcome met.** Data reported from the program director based on the National Council Licensure Examination for Registered Nurses website.

Radiologic Technology: For students completing spring 2024, the first attempt pass rate was 96.1% (25 out of 26 students) with a mean scaled score = 83.9%. Because the observed score of 96.1% > the threshold and goal of 75%. **Outcome met.** Data reported from the program director based on the American Registry of Radiologic Technologist Board Exam in Radiography website.

Respiratory Care: For students completing in fall 2024, the first attempt pass rate was 100% (14/14) and had a mean score of 109.4. One repeat candidate passed with a 100% as well. Given that the observed value of 100% > the threshold & goal of 60%; **Outcome met.** Data reported from the program director based on data from the National Board of Respiratory Care Exam website.

Surgical Technology: For students completing in summer 2024, the first attempt pass rate was 100% (16/16). Given that the observed value of 100% > the threshold and goal of 70%; **Outcome met.** Data reported from the program director based on documents from the National Board of Surgical Technology and Surgical Assisting.

Improvement:

Nursing: Increase each individual client need section by 2% and increase pass rates for individual cohorts by 2% which should increase overall benchmark to 90% by incorporating simulation across the curriculum and incorporating classroom/lab activities and exam questions that focus on the needs categories. In addition, clinical lab grading policy changed across the curriculum to obtain 2 or more with required evaluations.

Radiologic Technology: The program faculty met August 23, 2024, to assess overall section content scores. Radiation Protection was the lowest at a mean scale score of 8.2. Faculty will review ARRT content specifications for each content area and update lecture content.

Respiratory Care: Even though all 17 areas were surpassed, the faculty reviewed the curriculum and ensured that it aligns with the National Board for Respiratory Care matrix. In addition, students purchased the Kettering National Seminar Home Study book bundle. This purchase is to be utilized in the last fall semester courses; RC 2025 (Professional Review Seminar Lab) and RC 2026 (Critical Care and other Related Concepts in Respiratory Care). This book bundle covers the entire NBRC matrix and the student has the advantage of access to this educational purchase even after graduation to assist in preparing for their national board examinations. This book bundle is designed to help students build strong clinical skills using online clinical simulations and other learning tools.

Surgical Technology: The program continued the subscription to Board Vitals for each student. Board Vitals is an online software that has a review specifically for the Certified Surgical technology exam. Students must take six practice exams in the same room that they test in to reduce anxiety.

Criterion 5 (Division of Arts and Sciences General Education Objective 1.11 for English Composition and 2.21 for Mathematics): Gateway General Education English and Mathematics Success Rates for AY 2023-2024.⁴

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

In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Two of the objectives in that initiative complement LSU Eunice's Strategic Plan. They are: (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal support needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow performance gaps between groups of rural students in their service area over a five-to-seven-year period.

Objective:

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

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

⁴ The success rates are generated by taking the total of all students with a final grade of A, B, or C and then dividing by the total registered on the 14th (census) day. This data does not include ENGL 1001T, MATH 1015T, or MATH 1021T.

Threshold of Acceptability and Rationale:

English Composition: The minimum value is 69.2%. Historical data was examined from AY 2010-2011 through AY 2022-2023. The 69.2% is the minimum success rate from AY 2010-2011 and based on 1,271 students.

Mathematics: The minimum value is 51.0%. Historical data was examined from AY 2010-2011 through 2022-2023. The 51.0% is the minimum success rate from AY 2010-2011 and is based on 949 students.

Goal and Rationale:

English Composition: The tentative goal is 74.9%. The 74.9% was calculated from the ratio of students successfully completing ENGL 1001 with an A, B, C, or P compared to the total number of students enrolled in the course on the 14th day for each semester from AY 2010-2011 through 2022-2023 (10,880/14,530).

Mathematics: The goal is 57.8%. The 57.8% was calculated from the ratio of students successfully completing MATH 1015, MATH 1020, or MATH 1021 with an A, B, C, or P compared to the total number of students enrolled in the course on the 14th day for each semester from AY 2010-2011 through 2022-2023 (6,977/12,065).

Outcome:

English Composition: Data for AY 2023-2024 indicates a success rate of 75.8% (851/1,122). **This outcome is met** given that the threshold of 69.2% < the goal of 74.9% < the observed value of 75.8%. All data is from the Office of Institutional Research summarized by the Office of Institutional Effectiveness and Accreditation.

Mathematics: Data for AY 2023-2024 indicates a success rate of 57.8% (508/879). **This outcome is met** given that the threshold of 51.0% < the goal of 57.8% = the observed score of 57.8%. All data is from the Office of Institutional Research summarized by the Office of Institutional Effectiveness and Accreditation.

Improvement:

English Composition: Some English faculty intend on adding pre-assignments to reinforce the essay, adding lessons on grammar, and holding review sessions for essay revision.

Mathematics: Post a video on MyCourses on how to use the TI 84 calculator (to include graphing). Examine the item analysis for each course to determine the most missed problems. Begin a course redesign on MATH 1015.

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

Rationale: Graduates obtaining employment supports the mission of LSU Eunice through Strategic Goals 2 and 3: To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to (2) strengthen student success and (3) expand partnerships. In addition, LSU Eunice was selected for participation in Achieving the Dream as part of the Building Resiliency in Rural Communities for the Future of Work Cohort in January 2021. Two of the objectives in that initiative complement LSU Eunice's Strategic Plan. They are: (2) Improve LSU Eunice's ability and resiliency to better serve rural students by providing the academic and personal support needed to participate in the 21st-century economy. (3) Collect and analyze data and examine students' experiences to implement reforms that will narrow performance gaps between groups of rural students in their service area over a five-to-seven-year period.

Objective: Upon graduation, students will either be employed in their chosen field or will continue their education (graduating AY 2023-2024 (unless noted)).

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁵ Employment was	Improvement
Nursing (spring 2024 and fall 2024)	90% based on program accreditation requirements	same	95% (n = 20) students employed within six months; all students contacted (note – this data is based on surveys received); outcome met	No changes.
Radiologic Technology (for spring 2024)	75% over five years based on program accreditation requirements	same	100% within 12 months of graduation for 27 students; outcome met	Continue to host employers in the spring semester to help students connect with them.
Respiratory Care (December 2024)	70% historical based on internal benchmark	same	100% at time of graduation for 14 students; outcome met	Host hospitals wishing to meet with students and allow students to attend recruiting job fairs hosted by LSU Eunice.

⁵ Data is from program director/coordinators and/or the Office of Institutional Effectiveness.

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁵ Employment was	Improvement
Surgical Technology (Summer 2024)	80% based on program accreditation requirements	same	16 out of 16 (100%) students were employed within one year of completion; outcome met	Invite potential employers to campus to provide students with information regarding different employers and positions available.
Diagnostic Medical Sonography (Summer 2024)	75% based on program accreditation requirements	same	100% (n = 6 students) within six months of graduation; outcome met	Monitor needs of surrounding community to ensure employability of graduates; examine employer surveys
Fire & Emergency Services	77.7% based on historical raw data from AY 2012-2013 to AY 2022-2023	89.06% based on historical adjusted data from AY 2012-2013 to AY 2022-2023	60.0% n = 8 students; 3 employed in field, 1 employed, but not in field; 1 unemployed; three students not contacted; outcome not met	Monitor because a sample of n = 8 is not necessarily representative of the population.
Accounting Technology	51.85% based on historical raw data from AY 2014-2015 to AY 2022-2023	73.68% based on historical adjusted data from AY 2014-2015 to AY 2022-2023	No students completed the program during AY 2023-2024; results inconclusive Objective delayed	No data to report as no students completed the program. Program assessment may be transferred to Management.
Administrative Technology Specialist	57.1% based on historical raw data from AY 2012-2013 to AY 2022-2023	66.7% based on adjusted historical data from AY 2012-2013 to AY 2022-2023	No completers for AY 2023-2024. Results inconclusive; objective delayed	Program updated through Courses and Curricula.
Human Resources Management	45.2% based on historical raw data from AY 2014-2015 to AY 2022-2023	73.1% based on historical adjusted data from AY 2014-2015 to AY 2022-2023	50% or 2/4 for n = 4 for AY 2023-2024; All students contacted; outcome partially met given low n	Advise students of the availability of the certificate. Promote internships.
Medical Coding and Billing	24.2% based on raw historical data from AY 2015-2016 to AY 2022-2023 data	43.0% based on historical adjusted from AY 2015-2016 to AY 2022-2023	40.9% or 9/22 with n = 43 and 9 continuing education or employed; 13 students unemployed or not employed in field; 21 students not contacted; outcome partially met	Hold an online job fair and introduce students to potential employers.
Computer Information Technology	44.1% based on raw historical data from AY 2012-2013 to AY 2022-2023.	54.2% based on adjusted historical data from AY 2012-2013 to AY 2022-2023	37.5% after graduation based on 3/8 students; 2 students unemployed; 2 employed and 1 continuing education; all students contacted; outcome not met	Continue forming a partnership with GDS as they have hired several graduates.

Program	Threshold of Acceptability and Rationale	Goal and Rationale	Outcome ⁵ Employment was	Improvement
Management	49.2% based on raw historical data from AY 2012-2013 to AY 2022-2023	67.9% based on adjusted historical data from AY 2012-2013 to AY 2022-2023	63.6% after graduation with 10 students employed; 4 continuing education; 8 not employed in field or unemployed; 15 students could not be contacted; outcome partially met	Meet with employers in the area to strength partnerships and internships.
Criminal Justice	47.3% based on raw historical data from AY 2012-2013 to AY 2022-2023	61.2% based on adjusted historical data from AY 2012-2013 to AY 2022-2023	27.3% 12 total with 3 students continuing education or employed in field; 8 students not employed or not employed in field; 1 student could not be contacted; outcome not met	Internships and practicums continue to be offered; however, most positions offer limited compensation, or the candidate does not meet physical qualifications.
Care & Development of Young Children	55.4% based on raw historical data from AY 2012-2013 to AY 2022-2023	79.5% based on adjusted historical data from AY 2012-2013 to AY 2022-2023	33.3% with 1 student continuing education and 2 employed, but not in the field; all students contacted; outcome not met ; note low n = 3	Monitor given that the sample parameter may not be representative of the population parameter.

Please direct questions to Dr. Paul Fowler, Director of Institutional Effectiveness and Accreditation Liaison at pfowler@lsue.edu.
Originally posted on October 27, 2025.

The Chancellor's Cabinet accepted the report on October 6, 2025.

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VIII. Academic Year 2024-2025 Digital Literacy Skills

Louisiana State University at Eunice



Digital Literacy Skills Report Academic Year 2024-2025

Office of Institutional Effectiveness and Accreditation
September 9, 2025

Forward

September 9, 2025

LSU Eunice has been a member of Achieving the Dream since January 2021 as one of seven colleges in the Building Resiliency in Rural Communities for the Future of Work (Rural Resiliency) cohort. The goals of the cohort are to:

1. Prepare and connect students to careers in the digital economy,
2. Identify and close equity gaps,
3. Develop and strengthen community partnerships, and
4. Foster a culture of evidence.

As part of the work related to Achieving the Dream, LSU Eunice examined digital literacy and the skills required of LSU Eunice graduates in the digital economy. The Digital Skills Committee developed a plan to articulate LSU Eunice's digital skills requirements in spring 2023 and began working with department heads in spring 2024 after the completion of the SACSCOC 10th Year Reaffirmation visit in fall 2023.

In early spring 2024, the Executive Director of Institutional Effectiveness and Accreditation asked for information related to the digital skills needed to successfully complete the Nursing and Allied Health Programs. Department Heads were asked to articulate the digital skills needed and to devise a method for assessing them. Toward the middle of spring 2024, the request for program related digital literacy skills expanded to all other programs offered, except for transfer degrees. The same process was followed in that the department heads and program coordinators were asked to articulate the skills and the methodology that could be used to assess them.

Once all the content programs were completed, the Office of Institutional Effectiveness and Accreditation began working on digital literacy skills for all students and for transfer degrees. Building upon what was learned from the individual program and searching for the courses taken by most students, the Office of Institutional Effectiveness and Accreditation worked with faculty from the Division of Arts and Sciences to determine the skills needed and how to assess them.

By the middle of fall 2024, the final proposal was delivered to all members of the Digital Skills Committee with the membership approving the document on October 3, 2024. The report that follows indicates the plan used effective spring 2025 for AY 2024-2025.

LSU Eunice Strategic Goals

Start: 11/01/2024

End: 10/31/2025

Progress: Ongoing

1. Ensure Access

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure student access.

2. Student Success

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to strengthen student success.

3. Partnerships

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

4. Improvement

To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

Related Academic Affairs Goal

AA ATD 24-25 Prepare students for and connecting them to careers in the digital economy.

Goal Number: 1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 1

ARSC Digital Skills 24-25 Orientation to University Studies (UNIV 1005)

Objective Number: 1.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

New Pathways to Success students will complete an introductory orientation to LSU Eunice course gaining the competencies necessary to succeed in their first general education courses. This objective will be assessed by student learning outcomes (SLOs) in UNIV 1005: Orientation to University Studies. The SLOs according to the UNIV 1005 syllabus are: Upon successful completion of this course, the student will:

3. Demonstrate basic digital literacy skills (basic computer skills, basic internet skills, email, and Microsoft Word).

Section 2: Assessment/Evaluation/Measures/Strategies:

Digital literacy will be assessed using the following:

1. Navigating a Website - the specific Competencies are but are not limited to:

a. Locating important information on the lsue.edu website:

- i. Policies.
- ii. Catalog,
- iii. Important dates, and
- iv. Refund policy.

b. Locating important information in the student information system such as:

- i. How to log in,
- ii. How to change a password,
- iii. The student's advisor contact information,
- iv. Registration information,
- v. Transcripts,
- vi. How to change the semester,
- vii. Financial aid (if applicable),
- viii. How to clear tuition and fees, and
- ix. How to add or drop a course.

c. accessing MyCourses to obtain standard course information such as:

- i. Locating the correct book,

- ii. Locating the syllabus,
- iii. How to get started in the course,
- iv. How to upload/download documents,
- v. How to view individual modules,
- vi. Posting to email, text, and forums,
- vii. How to locate their progression through the course, and
- viii. How to locate their grade.

Assessed through frequency of completion at orientation.

Tentative Benchmark: ≥ 675

Rationale: Benchmark is based on Summer 2023, Fall 2023, and Spring 2024 actual attendance.

2. Basic Computer Skills - the specific Competencies are but are not limited to:

- a. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).
- b. Log on to and shut down the computer.
- c. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).
- d. Identify types of mice: mouse and touchpad.
- e. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), Beam (text), arrow (basic clicking), hand pointer (clickable links)).
- f. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
- g. Drag and drop.
- h. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
- i. Access and control audio output features (volume, mute, speakers and headphones).
- j. Identify icons on desktop.
- k. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
- l. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity and changing screen resolution on a monitor).
- m. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
- n. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).
- o. Identify whether or not a computer is connected to the internet.
- p. Identify and locate camera and mic on laptops and tablets.
- q. Turn the computer and monitor on and off.

Direct assessment using a quiz from NorthStar Digital Literacy

UNIV 1005: Orientation to University Studies

Tentative Benchmark: ≥ 210 with ≥ 187 (89.0%) obtaining a badge

Rationale: Benchmarks are based on Summer 2023, Fall 2023, and Spring 2024 actuals.

3. Internet Basics - the specific Competencies are but are not limited to:

- a. Identify the different ways one can connect to the internet.
- b. Demonstrate knowledge of browsers and identify commonly used browsers.
- c. Demonstrate familiarity with website structure (e.g., landing pages, internal pages).
- d. Identify top-level domains (e.g., .edu, .com, .org).
- e. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers).
- f. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).
- g. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).
- h. Demonstrate to a website that you are a legitimate user using Completely Automated Public Turing test to tell Computers and Humans Apart (CAPTCHA) or other verification methods.
- i. Fill out an online form.
- j. Identify address bar and demonstrate understanding of its functionality.
- k. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
- l. Perform internet search using clear parameters (terms and filters).
- m. Demonstrate ability to scroll up and down a page and left and right on a page.
- n. Identify and make use of common website interactions (e.g., play buttons, hyperlinks).
- o. Identify and work with tabs and windows.
- p. Enable a specific pop-up window.
- q. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).
- r. Identify and locate camera and mic on laptops and tablets.

Direct assessment using a quiz from NorthStar Digital Literacy

UNIV 1005: Orientation to University Studies

Tentative Benchmark: ≥ 201 with ≥ 159 (79.1%) obtaining a badge

Rationale: Benchmarks are based on Summer 2023, Fall 2023, and Spring 2024 actuals.

4. Using Electronic Mail - the specific Competencies are but are not limited to:

- a. Define email and identify common email clients.
- b. Tell the difference between a URL and an email address.
- c. Register for a new email account, using a professional username and a strong password.
- d. Log into email.
- e. Create and send an email, including recipient address, subject, and message.
- f. Open and reply to an email.
- g. Understand why and how to reply, reply all, and forward an email.
- h. Add an attachment to an email.
- i. Open and download an email attachment.

- j. Manage email: Delete and retrieve messages, identify spam, and unsubscribe
- k. from unwanted mailing lists.
- l. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
- m. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
- n. Sign out of email, especially when using shared computers.

Direct assessment using a quiz from NorthStar Digital Literacy

UNIV 1005: Orientation to University Studies

Tentative Benchmark: ≥ 191 with ≥ 174 (91.1%) obtaining a badge

Rationale: Benchmarks are based on Summer 2023, Fall 2023, and Spring 2024 actuals.

5. Write an essay using and manipulating digital text and objects - the specific competencies include, but are not limited to:
 - a. Open a new or existing document.
 - b. Identify the parts of the application window, including the Ribbon, Status Bar and Quick Access Toolbar.
 - c. Save a document, being intentional about name and location.
 - d. Save a document as a pdf.
 - e. Use spelling and grammar check.
 - f. Format text: size, color and font type.
 - g. Set text spacing and alignment.
 - h. Apply bullets and automatic numbering.
 - i. Undo the previous action.
 - j. Cut, copy and paste.
 - k. Modify page layout, including margins and orientation.
 - l. Print.
 - m. Close a document.
 - n. Insert objects into a document, including images, shapes, hyperlinks, and tables.

Direct assessment using the Word quiz from NorthStar Digital Literacy

UNIV 1005: Orientation to University Studies

Tentative Benchmark: ≥ 167 with ≥ 149 (89.2%) obtaining a badge

Rationale: Benchmarks are based on Summer 2023, Fall 2023, and Spring 2024 actuals.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025,

- The orientation data was not tracked due to a change in the student information system.
- 347 (56.4%) of the 615 students taking the basic computer skills assessment earned a badge from Northstar Digital literacy. The 56.4% is less than the 89% benchmark, but greater than the n of 210 earning a badge. Objective partially met.
- 262 (40.4%) of the 648 students taking the internet basics assessment earned a badge from Northstar Digital literacy. The 40.4% is less than the 79.1% benchmark but is greater than the n of 201 earning a badge.
- 287 (75.1%) of the 382 students taking the email assessment earned a badge from Northstar Digital literacy. The 75.1% is less than the 91.1% benchmark but is greater than the n of 191 earning a badge.
- 232 (54.9%) of the 423 students taking the Word assessment earned a badge from Northstar Digital literacy. The 54.9% is less than the 89.2% but is greater than the n of 167 earning a badge.

Given that the percentages did not meet the tentative benchmark, but the n's exceeded the year prior, this objective is partially met.

Section 4: Improvement Plan/ Changes Made:

Integrate all data into the benchmark because we were relying on one year.

RELATED ITEM LEVEL 1

ARSC Digital Skills 24-25 Writing Essays (ENGL 1001)

Objective Number: 1.2

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Digital Skills Outcome: Students will write an essay using and manipulating digital text and objects.

Section 2: Assessment/Evaluation/Measures/Strategies:

Write an essay using and manipulating digital text and objects - the specific competencies include, but are not limited to:

- a. Open a new or existing document.
- b. Identify the parts of the application window, including the Ribbon, Status Bar and Quick Access Toolbar.
- c. Save a document, being intentional about name and location.

- d. Save a document as a pdf.
- e. Use spelling and grammar check.
- f. Format text: size, color and font type.
- g. Set text spacing and alignment.
- h. Apply bullets and automatic numbering.
- i. Undo the previous action.
- j. Cut, copy and paste.
- k. Modify page layout, including margins and orientation.
- l. Print.
- m. Close a document.
- n. Insert objects into a document, including images, shapes, hyperlinks, and tables.

Direct assessment using ENGL 1001 or ENGL 1001T: English Composition – using student learning outcome one: Upon successful completion of ENGL 1001, the student will write an essay of at least five paragraphs that has a well-defined thesis statement, is well-organized and well-developed, and is clear.

Tentative Benchmark: $\geq 70\%$

Rationale: 70% is the lowest average grade that will transfer.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

The essay SLO data for AY 2024-2025 college ready ENGL 1001 and corequisite ENGL 1001T is detailed in Table 1.

Table 1 indicates that students achieved an 84% on the essay overall. In addition, college ready students enrolled in ENGL 1001 scored an 87% on the essay. Within the college ready section, 8-week online students scored the highest at 94%, with high school dual enrollment at Eunice High School and 16-week online both scoring a 90%, followed by dual enrollment < 50% of a program at 86% and LSUE face-to-face students at 84%.

Corequisite (formerly developmental) students taking ENGL 1001T taking a support course) scored a bit lower. Corequisite students scored a 78% overall on the essay, as shown in Table 1. The LSU online students at the Baton Rouge site scored an 88%. This was followed by an 80% for LSUE face-to-face students and 16-week online students at 74%.

Table 1. AY 2024-2025 ENGL 1001 SLO Results by Site as Percentages											
		College Ready						Corequisite			
Description	Overall	College Ready Overall	LSUE FF	Online 16-Wk	Online 8-Wk	EHS Dual Enr	Dual Enr < 50%	Coreq. Overall	LSUE FF	LSU Online	Online 16-Wk
1.2-1. Write an essay	84	87	84	90	94	90	86	78	80	88	74
Total assessed	1231	885	261	122	21	39	442	346	184	19	143
Total sections	82	61	34	6	3	1	17	21	12	1	8
Total registered	1534	1048	310	174	22	43	499	486	237	21	228

The longitudinal data shown in Table 2 indicates that the results from AY 2024-2025 were slightly above the data from AY 2023-2024 and the simple mean for all outcomes. Note that the longitudinal simple means included the data from spring 2015 through AY 2024-2025, but the data from spring 2015 through AY 2018-2019 are hidden due to space.

Table 2. ENGL 1001 SLO Performance Longitudinally as Percentages.							
ENGL 1001 Descriptions	19-20	20-21	21-22	22-23	23-24	24-25	Simple Mean
1.2-1. Essay	84	84	83	82	79	84	82.4
Total students tested	826	803	883	866	1140	1231	842.8

Given that the observed score of 84% > the established benchmark of 70%, this objective is met with students obtaining the necessary digital skills.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve learning by

Data for outcome 1 is collected through the final exam process:

- Fall 2024 Face-to-face: Given more examples of cause and effect essays.
- Fall 2024 8-week online: more forum discussion.
- Fall 2024 16-week online: include more than one forum discussion per week to facilitate participation.
- Fall 2024 High school dual enrollment: review with students prior to the final.
- Spring 2025: Include a preparation activity.

RELATED ITEM LEVEL 1

ARSC Digital Skills 24-25: Information Literacy Skills (ENGL 1002)

Objective Number: 1.3

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Digital Skills Outcome: Demonstrate information literacy skills (library sources, etc.).

Section 2: Assessment/Evaluation/Measures/Strategies:

1. Demonstrate information literacy skills (library sources, etc.) - the specific competencies include, but are not limited to:
 - a. Demonstrate the use of an academic database.
 - b. Demonstrate an understanding of the proper use of library research tools.
 - c. Demonstrate the proper way to quote and paraphrase a passage.
 - d. Demonstrate the proper way to cite a primary and secondary sources pertaining to research documentation.
 - e. Make use of hyperlinks to follow desired/required path of information.
 - f. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.
 - g. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.
 - h. File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.).

Direct assessment

ENGL 1002: English Composition – student learning outcome two: Upon successful completion of this course, the student will 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.

Tentative Benchmark: ≥ 70%

Rationale: 70% is the lowest average grade that will transfer.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, there were 1,036 students enrolled in ENGL 1002 for the census days of fall 2024 and spring 2025. Of those, 914 (88.2%) were assessed for student learning (see Table 1). Note that Table 1 indicates the sites where ENGL 1002 was offered; it was not offered at any other location. The results indicate that students earned an overall of 75%, with 16-week online students scoring the highest at 82%, then the 8-week online students at 80%. This was followed by the high school dual enrollment sites at 73%, and finally, the LSU Eunice face-to-face site at 71%.

Table 1. ENGL 1002 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Use of library research tools, quoting, paraphrasing, and citing.	75	71	82	80	73
Total number of students tested	914	257	165	72	420
Total number of sections	43	15	7	3	18
Total number of students enrolled	1036	307	198	88	443

Table 2 presents longitudinal data since the outcomes were changed in the fall of 2016. While the scores from AY 2024-2025 were not the highest during the period studied, they were similar to AY 2021-2022 and higher than AY 2018-2019 and AY 2019-2020. In fact, Table 2 may be showing a pattern in that scores in the low 70s should be expected from some year and scores in the low 80s in other years. The 75% from AY 2024-2025 is also higher than the longitudinal simple mean of 73.4%.

Table 2. ENGL 1002 SLO Longitudinal Results as a Percentage

ENGL 1002 Descriptions	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Mean
Use of library research tools, quoting, paraphrasing, and citing.	62	65	73	73	74	81	80	78	75	73.4
Total number of students tested	397	700	702	658	596	633	655	878	914	681.4

Given that the observed value of 75% overall > the established benchmark of 70%, this outcome was met with students obtaining the necessary information literacy skills.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve student learning by:

English Faculty will review the multiple-choice assessment for both outcomes focusing on the items used to assess content understanding and research format knowledge. Focus will be on determining if the passages align with the reading comprehension levels used in the course itself. Faculty will determine which items need to be refined and/or replaced to accomplish this. An item analysis from AY 2024-2025 is attached, showing that questions 23, 24, and 25 need to be examined, having a success rate < 60%. Question number 18 is from outcome number 1.

Attached Files

[ENGL 1002 AY 24-25 Test Item Stats.pdf](#)

RELATED ITEM LEVEL 1

ARSC Digital Skills 24-25: Presentation Video Conferencing (CMST 1061)

Objective Number: 1.4

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Digital Skills Outcome: Students will give a presentation with slides or handouts created using presentation application (Microsoft PowerPoint or equivalent) with or without using video conferencing technology (i.e. Zoom or equivalent application).

Section 2: Assessment/Evaluation/Measures/Strategies:

1. Give a presentation with slides or handouts created using presentation application (Microsoft PowerPoint or equivalent) with or without using video conferencing technology (i.e. Zoom or equivalent application). The specific competencies include, but are not limited to:

- a. Open a new or existing conference or presentation application.
- b. Adjust or change microphone and speakers as needed.
- c. Record the conference if needed.
- d. Identify parts of the presentation application (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).

- e. Insert new slides, duplicate, or reuse slides.
- f. Manage textbox and text (insert, resize, delete, copy, cut and paste, drag and drop, format, and use spellcheck).
- g. Apply or change a theme or background.
- h. Insert items into a presentation, resize, and adjust them (video, chart, pictures, clip art, screenshots).
- i. Change the view of the presentation (normal view, slide sorter, reading view, slideshow view) or conference.
- j. Insert, delete, and move slides using slide navigation pane.
- k. Use the quick access toolbar.
- l. Apply and customize slide transitions (select, preview, add sound, automatic advance).
- m. Understand the basics of etiquette (limited text, text that stands out on background, clear titles).
- n. Play a slideshow, advance through the slides, and end slideshow (using screen toolbar features).
- o. Save a presentation as a .ppt, .pdf, .mov, .mp4, etc.
- p. Create handouts.
- q. Print a presentation.

Direct assessment using CMST 1061 (Fundamentals of Communication) student learning outcome C. Upon the completion of this course, the student will effectively participate in group problem-solving activities.

Tentative Benchmark: 70%

Rationale: 70% is the lowest average grade that will transfer.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, there were a total of 474 students enrolled in CMST 1061 on the census days for fall 2024 and spring 2025, with 422 (89.0%) of them being assessed (see Table 1). Table 1 details the sites at which the 19 sections of CMST 1061 were offered; the course was not offered at any other site. The results indicated that students scored an 86% on outcome C. Table 1 also indicates that high school dual enrollment < 50% of a program and 16-week online scored the highest at 87%, followed by the LSU Eunice face-to-face site scoring an 86%, then the 8-week online at 85%.

Table 1. CMST 1061 SLO Results by Site AY 2024-2025 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
C. Inform/persuade message	86	86	87	85	87
Total number of students tested	422	123	74	113	112
Total number of sections	19	8	3	4	4
Total number of students enrolled	474	133	93	128	120

Because the SLOs are new effective fall 2024, there is no longitudinal data.

Given that the observed value of 88% > the 70% benchmark, this outcome is met with students obtaining their in-person and/or video presentation skills.

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% threshold, they believe they can improve by:

LSUE face-to-face

- Fall 2024 - increase engagement opportunities and continue to educate on academic research and importance of original content through video instruction and links to advanced library resources

16-week online

- Spring 2025 - Ask students to review notes and presentations; ask for proof of group collaboration; emphasize posture and attention getting words.

8-week online

- Spring 2025 - continue to education on academic research; engage outside sources for student examples; improve group dynamics.

High school dual enrollment

- Spring 2025 - Use videos to emphasize the concept of communication; ask for proof of groups collaborating; ask students to film speech to learn from issues.

RELATED ITEM LEVEL 1

ARSC Digital Skills 24-25 Numerical Data and Calculator Usage (MATH)

Objective Number: 1.5

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Digital Skills Outcome: Students will navigate

1. a web-based platform and enter properly formatted numerical data and
2. the use of the TI-84 (or equivalent) calculator to provide answers to mathematics applications.

Section 2: Assessment/Evaluation/Measures/Strategies:

Students will navigate

1. a web-based platform and enter properly formatted numerical data - The specific competencies include, but are not limited to
 - a. Set up a login and actually log in.
 - b. Navigate two or more platforms at the same time to obtain information.
 - c. Cut, copy, and/or paste or paste text based on given information to prepare the platform.
 - d. Navigate the different tabs.
 - e. Navigate the different steps in solving a problem.
 - f. Download PDFs.
 - g. Enter properly formatted numerical data.
 - h. Troubleshoot numerical data.
 - i. Enter formatted data to produce a visual representation.
 - j. Troubleshoot data being used for a visual representation.
 - k. Respond to forums.
 - l. Recognize prerequisite knowledge.
 - m. Download a specific browser if required.
 - n. Zoom in/out on any platform.
 - o. Type out mathematics expressions using equation-builder tools.
2. the use of the TI-84 (or equivalent) calculator to provide answers to mathematics applications - specific competencies include, but are not limited to for the calculator usage by demonstrating:
 - a. Enter and solve arithmetic expressions.
 - b. Enter and graph equations under the "y=" button.
 - c. Use sum features.
 - d. Understand when to use "shift" or "2nd" keys to obtain other buttons.
 - e. When and how to adjust window settings to view graph accordingly.
 - f. When and how to use trace function features (such as to obtain specific coordinates).
 - g. When and how to use the calculate features (such as zero, min/max, and intersect).
 - h. How to use the table feature.
 - i. How to use the graph feature.
 - j. Use features under the "math" button.

- k. Use logarithmic features.
- l. Use insert and delete features.

Direct assessment the student learning outcomes from all gateway mathematics courses including MATH 1015/1015T – Applied College Algebra; MATH 1020 – College Algebra; MATH 1021/1021T – College Algebra; MATH 1029/1029T – Introduction to Contemporary Mathematics.

Tentative Benchmark for College Algebra $\geq 69.0\%$. This benchmark is the actual for year zero from AY 2023-2024.

Tentative Benchmark for Introduction to Contemporary Mathematics $\geq 59\%$. This benchmark is the actual for year zero from AY 2023-2024.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

Direct Assessment of SLOs using the Final Exam: MATH 1015 and MATH 1015T - Applied College Algebra

For AY 2024-2025, there were a total of 816 students enrolled in 33 sections on the census days for fall 2024 and spring 2025 semesters with 491 (60.2%) assessed for learning (see Table 1). Table 1 also details that the corequisite sections were offered at the LSU Eunice site face-to-face and 16-week online sections only while college ready sections were offered at the LSU Eunice face-to-face with a faculty member leading the course, both 8-week and 16-week online, and LSU Eunice face-to-face modular (computer based) sections.

Overall, students scored a 76%; a 67% on outcome 1; a 78% on Outcome 2; an 83% on outcome 3. As one might expect, college ready students scored better than students needing the corequisite course having both MATH 1015 (T) and a support course to offer just in time tutoring and additional work on specific subjects causing students issues (see the shaded columns in Table 1). The data indicates that students had the most issues with outcome 2.2-1 - solving equations.

Table 1. SLO results for MATH 1015 AY 2024-2025 as Percentages.

MATH 1015 SLO Description	Overall	College Ready					Support Course		
		College Ready Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular	Coreq Overall	LSUE FF	Online 16-Wk
2.2-0. Overall	76	82	84	77	80	85	70	71	68
2.2-1. Solve Equations	67	74	76	69	78	84	60	59	65
2.2-2. Functions	78	84	84	83	84	86	72	73	72
2.2-3. Graph Functions	83	87	92	79	79	84	79	83	68
Total number tested	491	223	124	73	8	18	268	197	71
Total number of sections	33	11	5	3	1	2	22	15	7
Total number enrolled	816	296	151	108	8	29	520	306	214

Direct Assessment of SLOs using the Final Exam: MATH 1020, MATH 1021, and MATH 1021T - College Algebra

The data for theoretical College Algebra meant for STEM majors is considered (see Table 2). Table 2 shows that there were 561 students enrolled in the three College Algebra courses on the census day for fall 2024 and spring 2025 with 377 (67.2%) being assessed for learning. Table 2 also denotes the sites at which the three courses were offered; MATH 1020/1021 and MATH 1021T were not offered at any other site. Overall, the college ready students scored a 76% overall; at 72% on outcome 1; an 80% on outcome 2; and a 77% on outcome 3. Sixteen-week online scored the highest at 80%, then high school dual enrollment at 79%, then LSU Eunice face-to-face at 71%, and then finally Eunice High School dual enrollment at 69% (note the $n = 13$). All college ready sites met the overall benchmark except Eunice which fell one percentage point short.

Corequisite students having both the College Algebra course along with a support course scored a 62% overall with a 59% on outcome 1 and a 63% on outcomes 2 and 3. Sixteen-week online students scored the highest at 67% overall with LSU Eunice face-to-face scoring a 60% overall.

Table 2. SLO results for MATH 1020/1021 (College Algebra) only AY 2024-2025 as a Percentage.

SLO Description	Overall	College Ready					Corequisite		
		College Ready Overall	LSUE FF	Online 16-Wk	EHS Dual Enr	Dual Enr < 50%	Coreq. Overall	Online 16-Wk	LSUE FF
2.2-0. Overall	72	76	71	80	69	79	62	67	60
2.2-1. Solve Equations	68	72	66	82	57	73	59	71	55
2.2-2. Function	75	80	74	81	76	84	63	69	61
2.2-3. Graph Functions	73	77	75	76	72	79	63	60	64
Total number of tested	377	261	82	53	13	113	116	27	89
Total number of sections	24	15	5	3	1	6	9	2	7
Total number enrolled	561	357	101	73	14	169	204	61	143

Direct Assessment of SLOs using the Final Exam: MATH 1029 and MATH 1029T - Contemporary Mathematics

Table 3 details the direct assessment of student learning for the four corequisite sections of MATH 1029. The results indicated that 34 (59.7%) of the 57 students registered on the census days were assessed for learning. Table 3 also indicates that the course was offered at LSU Eunice face-to-face, LSU Baton Rouge, and 16-week online. It was not offered at any other site or methodology. The results show that the 16-week online students and the LSU face-to-face students nearly obtained the same overall score in the 60s. The overall score for outcome 5 shows that it was met; however, LSU Eunice students only achieved a 59%. Next, for outcome 6, the roles were reversed in that LSU Eunice students met the outcome whereas none of the other sites even made a passing score of 60%. Finally, outcome 7 overall was a 65% with the 16-week online students obtaining a 75%; the other sites fell quite a bit below that.

Table 3. SLO results for MATH 1029 (Contemporary Mathematics) only AY 2024-2025 as a Percentage.

SLO Description	Overall	College Ready Overall	With Support Course			
			Coreq Overall	LSUE FF	LSU BR	Online 16-Wk
2.2-4: Overall	65		65	59	66	68
2.2-5: Probability & statistics,	70	none	70	59	74	73
2.2-6: Problems & applications graph theory	59		59	70	55	56
2.2-7: Solve applications financial problems	65		65	49	69	75
Total number of students tested	34		34	8	20	6
Total number of sections	4		4	2	1	1
Total number of students enrolled	57		57	19	26	12

Given that the observed score for

- MATH 1015 and MATH 1015T = 76% > than the tentative historical value of 69%,
- MATH 1020, MATH 1021, and MATH 1021T = 72 > than the tentative historical value of 69%, and
- MATH 1029T = 65% > the tentative historical value of 59%

This outcome is met thus navigating a website and performing operations with calculators.

Section 4: Improvement Plan/ Changes Made:

The improvement plan for **MATH 1015/1015T** is to

- meet with Math faculty to examine the **item analysis** and explore ideas to increase the success rates on questions giving students difficulty (see Table 4)
- complete a course redesign on MATH 1015.

Table 4. Item Analysis for MATH 1015 & MATH 1015T AY 2024-2025 Probability of Success was < 60%					
Question	SLO	% Correct	1015	1015T	Problem Description
16	2.2-2	59.49		x	Application - ball problem
30	2.2-1	58.97	x	x	Find the inverse of $5x + 3$
19	2.2-1	54.87	x	x	Application - compound interest
29	2.2-2	52.82		x	Composition of functions
18	2.2-1	50.77	x	x	Solution of a trinomial - factoring a not equal to 1
25	2.2-2	46.15	x	x	Finding $(f-g)(x)$ of two linear functions
17	2.2-1	43.59	x	x	Application - ball problem
39	2.2-1	52.56	x	x	Solving rational equations
8	2.2-1	40.51	x	x	Solving formula $F = (9/5)C + 32$ for C
26	2.2-2	28.72	x	x	Domain of $(f/g)(x)$ - top & bottom linear
22	2.2-1	20.00	x	x	Inverse variation
11 (27.5%) out of 40 questions had a probability of success < 60% for corequisite students					

The improvement for **MATH 1020/1021/1021T** is to

- meet with Math faculty to examine the **item analysis** and explore ideas to increase the success rates on questions giving students difficulty (see Table 5).

Table 5. Item Analysis for MATH 1021 & MATH 1021T AY 2024-2025
Probability of Success was < 60%

Question	SLO	% Correct	1021	1021T	Problem Description
21	3	58.4		x	find decreasing interval of a given eq
7	none	58.4		x	Eq of line passing through a point parallel to a given line
12	3	56.2		x	Graph piecewise functions
24	1	55.1		x	Solve an inequality with absolute value
27	2	55.1		x	Synthetic division
11	2	53.9		x	Find -3 of a piecewise function
37	3	53.9		x	Find domain and eq of vertical asymptote of an ln
14	2	51.7		x	Find difference quotient of a function
19	1	51.7		x	Solve a quadratic
29	3	51.7		x	Find vertical and horizontal asymptotes
30	1	50.6		x	Solving a cubic inequality w graph given
10	1	49.4		x	Solving $-9 - 2x \geq -3$
5	none	48.3		x	Find eq of line perpendicular to a line at a given point
15	2	47.2		x	Composition of functions
39	1	46.1		x	Rewriting a log as a single simplified log
20	3	46.1	x	x	Find the range of a given quadratic eq
32	2	40.5	x	x	Find inverse of a function & give domain & range
22	1	38.2	x	x	Find a LCD and solve a rational eq
23	1	34.8	x	x	Solve an eq with a root
35	1	34.8	x	x	Finding an inverse of an exponential eq
31	1	33.7	x	x	Find the inverse of a binomial over a binomial
1	none	30.3		x	Find an eq of a circle with given points
22 (55.0%) out of 40 questions had a success rate < 60%.					

The improvement for MATH 1029T is to

LSUE face-to-face: By adjusting the course content beginning spring 2025 semester, it's hoped that this will make the course more digestible for liberal arts and non-STEM students, while still developing critical thinking and quantitative reasoning skills, and adequately preparing students who

may go on to take Elementary Statistics. The results from this revised version of the course taught face-to-face are hard to analyze with such a small n, however, faculty plan to improve student's familiarity with common examples used to understand probability such as cards and dice, as well as provide more examples to help understand probability and the Normal Distribution. Other ideas include working with students more on topics involving percents, annuities and monthly payments, and simple interest, as well as emphasizing the importance of understanding definitions and terminology for basic graph theory.

RELATED ITEM LEVEL 1

Care and Development of Young Children 24-25 Digital Skills

Objective Number: 1.6

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

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

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in the Care and Development of Young Children, the student will demonstrate the ability to:

1. use presentation software in an educational setting.
2. use word processing software in an educational setting.
3. search and print peer reviewed journals from a library's online database.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills competencies will be assessed in the following.

1. EDCI 2052: Family Relations.
 - a. Understand the basics of presentation etiquette in an educational setting. Skills include, but are not limited to
 - i. limited text,
 - ii. font size, and
 - iii. clear titles, etc.
 - b. Identify appropriate presentation software for an educational setting. Skills include, but are not limited to

- i. identify audience needs,
- ii. compare different software features, and
- iii. consider compatibility requirements.

c. Utilize the software to create a presentation. Skills include, but are not limited to

- i. inserting and resizing
- ii. a text or a textbox,
- iii. video,
- iv. chart,
- v. pictures,
- vi. clip art, and
- vii. screenshots, etc.

2. EDCI 2020 - Development and Methods of Early Childhood Education. Skills include, but are not limited to

- a. opening a new or existing document.
- b. saving a document.
- c. demonstrating the use of spelling and grammar check.
- d. formatting text

- i. size,
- ii. color, and
- iii. font type.

- e. setting text spacing and alignment.
- f. printing.
- g. insert objects including, but not limited to

- i. images.
- ii. shapes.
- iii. hyperlinks, and
- iv. tables.

3. EDCI 2900 - Practicum in Early Childhood Education. Skills include, but are not limited to

- a. selecting the most appropriate information database for accessing the needed information.
- b. constructing and implementing efficient and effectively-designed search strategies.
- c. Retrieving information online or in person using a variety of methods.

- d. refining the search strategy if necessary.
- e. Extracting, recording, and managing the information and its sources.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Associate of Science in the Care and Development of Young Children.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, student enrollment on the census days was

- 2 for EDCI 2020 with 2 (100%) successfully completing the course,
- 5 for EDCI 2052 with 3 (60%) successfully completing the course.
- 2 for EDCI 2900 with 2 (100%) successfully completing the course.

In all, 7 (77.8%) successfully completed the courses obtaining the stated digital skills. This data includes all students taking the courses at all sites.

Given the observed score of 77.8% > the established benchmark, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Try to increase program enrollment because of the low n. The program director is not sure of a method and will discuss with the dean; otherwise, the program may be discontinued as it is on the Board of Regents low completer list.

RELATED ITEM LEVEL 1

Accounting Technology, Account Clerk 24-25 (CTS) Digital Skills

Objective Number: 2.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Certificate of Technical Studies in Accounting Technology: Account Clerk, the student will demonstrate the ability to utilize:

1. accounting software.
2. microcomputer applications.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. ACCT 2001: Introduction to Financial Accounting – The use of accounting software will be assessed using homework and/or examinations. Skills will include, but are not limited to:
 - a. Enter data.
 - b. Create financial statements.
 - c. Manage financial transactions.
 - d. Create reports.
2. ISDS 2100: Microcomputer Applications in Business – Microcomputer applications assessment will take place using exams. Beyond basic competence, additional skills include, but are not limited to:
 - a. Create and format professional documents using Microsoft Word. Skills include, but are not limited to:
 - i. insert page and column breaks
 - ii. set tabs
 - iii. apply themes and style sets
 - b. Enter, analyze and present quantitative data using Microsoft Excel. Skills include, but are not limited to:
 - i. protect a sheet and a workbook
 - ii. use relative and absolute cell references
 - iii. organize data in tables
 - c. Create a collection of slides using Microsoft PowerPoint. Skills include, but are not limited to:
 - i. multimedia components including text, charts, pictures, sound, movies, and other multimedia components
 - ii. a new presentation using a template
 - iii. the use of a slide master
 - iv. the use of the presenter view

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Certificate of Technical Studies in Accounting Technology: Account Clerk program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, there were 103 students registered for ACCT 1001 with 82 successfully completing the course yielding a success rate of 79.6%. For ISDS 2100, there were 94 total students with 79 successfully completing the course resulting in a 84.0% success rate. Overall, there were 161 successes out of a total of 197 yielding an overall of 81.7% obtaining the stated digital skills. The results above include all students registered at all sites.

Given that that the observed value of 81.7% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe that they can improve learning by:

ACCT 2001

- face-to-face: adapt lectures to different learning styles and conduct a thorough review of the material covered in the final assignment.
- online: integrate regular online assignments to assess comprehension, provide feedback, and facilitate one-on-one support for students that need assistance.

ISDS 2100

- face-to-face: the instructor will encourage students to complete the practice exams in TestOut.
- online: the instructor will continue to monitor and review individual student assignments, lab work, and online participation each week, providing feedback to help students better prepare for the section test.

RELATED ITEM LEVEL 1

Computer Information Technology 24-25 (AAS) Digital Skills

Objective Number: 3.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Computer Information Technology (AAS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Applied Science in Computer Information Technology, the student will demonstrate the ability to:

1. Perform as a project manager at an entry level
2. Create computer programs based on given requirements or scenarios
3. Troubleshoot network infrastructure issues at an entry level

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. CSC 2257: Project Management
2. CSC 2265: Visual C++ Programming
3. CSC 2340: Network Infrastructure

Competencies are assessed in each course through projects, homework assignments, group work, or exams depending on the faculty member. The competencies include, but are not limited to:

1. Perform as a project manager at an entry level
 - a. Diagram a work breakdown structure (WBS) using Excel, or online Project Management Software
 - b. Chart a WBS using Lucid Chart, Gantt, or draw.io
 - c. Communicate effectively using email and/or GroupMe chat
2. Create computer programs based on requirements or scenarios
 - a. Code C/C++ using Code: Blocks Integrated Development Environment (IDE) and Arduino's IDE
 - b. Create flowcharts using Microsoft Word, Lucid Chart, or draw.io
 - c. Execute programs or Arduino projects successfully
3. Troubleshoot network infrastructure issues at an entry level
 - a. Secure and maintain network infrastructures using device's built-in software
 - b. Trouble-shoot and diagnose router issues using Cisco command terminal
 - c. Demonstrate trouble-shooting software tools to secure and maintain network infrastructures

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark of 70% is set as it is the lowest average "C" grade that will transfer to other institutions of higher education within the state.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on census day there were

- 13 students enrolled in CSC 2257 with 12 (92.3%) successfully completing the course.

- 7 students enrolled in CSC 2265 with all 7 (100%) successfully completing the course.
- 11 students enrolled in CSC 2340 with 7 (63.6%) successfully completing the course.

Overall, there were 31 students in the three courses with repetition with 26 (83.9%) of them obtaining the stated digital skills. The data includes students at all sites.

Given that 83.9% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Faculty believe they can improve student learning by:

- **CSC 2253** online: provide additional information for students to understand what a systems analysis is and use team projects reporting documentation. Additional information from the faculty member: 41% (or 5/12) of the students consistently performed poorly or did not take end-of-chapter exams necessary for the SLOs. Homework was done by all students because all chapters were project-based, and students were divided into two groups. To ensure students take the exam, instead of allowing them to take them within a three-day period; they will take them in class. This course will be taught face-to-face in AY 2025-2026.
- **CSC 2264** face-to-face: Provide examples of real-world problems; focus on understanding of the differences of the two languages; and use hands-on experiments along with remediation. Additional information from the faculty member: There were only six students in the class. In objective two, one student did so poorly as to bring down the average for the other five. In objective three, two students did so poorly (by doing only 50% of the work on one section), they brought down the average for the other four. The students that did poorly throughout the class were known to do poorly and even though I reminded all the students and spoke with those particular students, they did not improve much.
- **CSC 2340** online: Additional videos and lessons and remediation using short quizzes for students needing additional assistance (see CSC 2340 SLO report below).

Additional information from the faculty member:

- Identify any gaps or shortcomings in the assessment process and make any necessary adjustments, including remediation
- Regularly review and update SLOs in response to changes in educational standards, industry demands and standards, and institutional goals
- Utilize data analytics tools to identify trends, patterns, and areas for improvement in SLOs
- In addition, 2253 and 2340 will both be taught as face-to-face courses as there is now a second instructor and with these particular courses, I think it's more favorable to the success of the students.

Attached Files

[CSC 2340 SLO Report.pdf](#)

RELATED ITEM LEVEL 1

Diagnostic Medical Sonography 24-25 (AAS) Digital Skills

Objective Number: 4.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Applied Science in Diagnostic Medical Sonography Program, the student will demonstrate the ability to:

1. Perform ultrasound examinations using specialized equipment designed for sonography.
2. Access and navigate Electronic Medical Records (EMR).

Section 2: Assessment/Evaluation/Measures/Strategies:

The two skills will be assessed in DMS1091, DMS2092, and DMS 2093 (Clinical Practicum I, II, and III). Students are assessed by a clinical preceptor for Clinical Competency utilizing a Check Sheet upon student readiness. Students must score as competent (85% or higher) on the overall assessment and score satisfactorily in all areas on the Competency Check Sheet to be deemed competent. Achieving competency is required for program completion.

The specific items for required competencies are:

1. Perform ultrasound examinations using specialized equipment designed for sonography.
 - a. Apply correct depth in relation to structure(s) being visualized.
 - b. Determine frequency settings to achieve optimal image quality.
 - c. Adjust overall gain to obtain proper image quality.
 - d. Demonstrate appropriate Doppler technique (when applicable).
 - e. Adjust Time Gain Compensation to optimize image.
 - f. Have proper focal zones selected (number and depth).
 - g. Clearly label all images.
 - h. Correctly measure and depict any area(s) of interest.
2. Access and navigate Electronic Medical Records (EMR).

- a. Obtain appropriate clinical history from the Electronic Medical Records if necessary.
- b. Report critical findings.
- c. Finalize exam for storage using the Picture Archiving and Communication System (PACS).
- d. Complete and upload (if appropriate) sonographer's impression.

The success rate for the three Clinical Practicum Courses will be calculated at the conclusion of the program. Note that DMS 1091 is only offered in the Fall semester, DMS 2092 is only offered in the Spring semester, and DMS 2093 is only offered in the summer semester. Analysis of the data is completed one year behind the current academic year in order to meet the deadlines established by the Office of Institutional Effectiveness and Accreditation.

As this objective is new, there is no benchmark. A historical benchmark will be developed over the next few years.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, there were eight students enrolled in DMS 1091, DMS 2092, and DMS 2093 during AY 2024-2025 and all eight students in each case successfully completed the individual courses. Overall, with repetition, there were 24 students in the three courses with all 24 (100%) gaining their digital skills.

Section 4: Improvement Plan/ Changes Made:

To enhance students' digital learning skills, the DMS faculty will expand areas of digital learning assessments in DMS 1011 (DMS Lab I) in Fall 2024 and DMS 2012 (DMS Lab II) in Spring 2025. This initiative aims to better identify areas for improvement.

RELATED ITEM LEVEL 1

Health Sciences 24-25 (AS) Digital Skills

Objective Number: 5.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Health Sciences (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in Health Sciences, the student will demonstrate the ability to:

- a. write a report using word processing software.
- b. create presentations.
- c. perform research related to the health sciences.
- d. use electronic mail.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. ALLH 1025: Pathophysiology for Allied Health Professional – Demonstrate writing reports will be assessed in writing resumes and health sciences related reports. Skills include, but are not limited to:
 - a. Open a new or existing document.
 - b. Close and save a document, being intentional about name and location.
 - c. Use Spelling and Grammar check.
 - d. Format text: size, color and font type.
 - e. Set text spacing and alignment.
 - f. Modify page layout, including margins and orientation.
 - g. Insert objects into a document, including images, shapes, hyperlinks, and tables.
2. ALLH 1000: Overview of Allied Health Professions – Creating presentations will be assessed using an assignment. Skills include, but are not limited to:
 - a. Understand the basics of presentation etiquette in a health sciences setting. Skills include, but are not limited to
 - i. limited text,
 - ii. font size, and
 - iii. clear titles, etc.
 - b. Identify appropriate presentation software for a health care setting. Skills include, but are not limited to
 - i. identify audience needs,
 - ii. compare different software features, and
 - iii. consider compatibility requirements.
 - c. Utilize the software to create a presentation. Skills include, but are not limited to
 - i. inserting and resizing
 - ii. a text or a textbox,
 - iii. video,
 - iv. chart,
 - v. pictures,

- vi. clip art, and
- vii. screenshots, etc.

3. ALLH 1025: Pathophysiology for Allied Health Professional – Perform research related to health sciences will be assessed using a research report. Reports are to be related to disease process and the articles retrieved are to be peer reviewed. Skills include, but are not limited to:

- a. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- b. Construct and implement efficient and effectively designed search strategies.
- c. Retrieve information online or in person using a variety of methods.
- d. Refine the search strategy if necessary.
- e. Extracts, records, and manages the information and its sources.

4. ALLH 1000 – Demonstrate the use of email will be assessed using discussion forums and homework assignments Skills included, but are not limited to:

- a. Log into email.
- b. Create and send an email, including recipient address, subject, and message.
- c. Open and reply to an email.
- d. Understand why and how to reply, reply all, and forward an email.
- e. Add an attachment to an email.
- f. Open and download an email attachment.
- g. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.
- h. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
- i. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
- j. Sign out of email, especially when using shared computers.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Associate of Science Health Sciences program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for summer 2024, fall 2024 and spring 2025, there were

- 186 students enrolled in ALLH 1025 with 168 (90.3%) of them successfully completing.

- 40 students enrolled in ALLH 1000 with 38 (95.0%) of them successfully completing.

Overall, with repetition, there were a total of 226 students in the two courses with 206 (91.2%) of the students gaining their digital skills.

Given that the observed value of 91.2% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

New and upcoming models of the online classes, through LSU online, and LSUE will be using proctor U going forward. Since these classes are online, this will assist with digital literacy by having the student make use of web cameras during online testing.

RELATED ITEM LEVEL 1

Human Resource Management 24-25 (CTS) Digital Skills

Objective Number: 6.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Human Resources Management (CTS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Human Resources Management Certificate of Technical Studies, the student will demonstrate the ability to utilize:

- digital tools needed for supervisory roles.
- microcomputer applications.
- information technology to manage personnel.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

- MGMT 2251: Supervision – Assessment will take place using homework and exams. Skills include, but are not limited to the use of:
 - virtual communication
 - collaborative tools

2. ISDS 2100: Microcomputer Applications in Business – Microcomputer applications assessment will take place using exams. Beyond basic competence, additional skills include, but are not limited to:
 - a. Create and format professional documents using Microsoft Word.
 - i. insert page and column breaks
 - ii. set tabs
 - iii. apply themes and style sets
 - b. Enter, analyze and present quantitative data using Microsoft Excel.
 - i. protect a sheet and a workbook
 - ii. use relative and absolute cell references
 - iii. organize data in tables
 - c. Create a collection of slides using Microsoft PowerPoint.
 - i. multimedia components including text, charts, pictures, sound, movies, and other multimedia components
 - ii. a new presentation using a template
 - iii. the use of a slide master
 - iv. the use of the presenter view

3. MGMT 2260: Human Resources Management – information technology to manage personnel. Assessment will take place using electronic homework assignments. Skills include, but are not limited to:
 - i. streamline recruitment processes
 - ii. train employees
 - iii. manage employees and their benefits
 - iv. performance evaluations

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Human Resources Management Certificate of Technical Studies program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on census days for fall 2024 and spring 2025, there were:

- 19 students enrolled in MGMT 2251 with 17 (89.5%) successfully completing the course.
- 94 students enrolled in ISDS 2100 with 79 (84.0%) successfully completing the course.
- 22 students enrolled in MGMT 2260 with 21 (95.5%) successfully completing the course.

Overall, there were 135 students enrolled with repetition with 117 (86.7%) of them obtaining the stated digital skills. The data includes students at all sites.

Given that the observed score of 86.7% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty believe they can increase student learning by (see SLO reports below):

MGMT 2251

- Fall online: Instructor will send out periodic course updates and feedback and also provide individual feedback on assignments. (Documentation provided via email to students)

ISDS 2100

- face-to-face: the instructor will encourage students to complete the practice exams in TestOut.
- online: the instructor will continue to monitor and review individual student assignments, lab work, and online participation each week, providing feedback to help students better prepare for the section test.

MGMT 2260

- Fall online: Instructor will send out periodic course updates and feedback and also provide individual feedback on assignments. (Documentation provided via email to students).

RELATED ITEM LEVEL 1

Management 24-25 (AAS) Digital Skills

Objective Number: 7.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Management (AAS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Applied Science in Management, the student will demonstrate the ability to:

1. enter data into accounting software to create financial statements.

2. use microcomputer applications.
3. use digital tools to conduct business research and retrieve relevant information.
4. use digital communication tools.

Section 2: Assessment/Evaluation/Measures/Strategies:

The following courses will assess the skills. The specific digital skills are as follows:

1. ACCT 2001: Introduction to Financial Accounting
 - a. Prepare journal entries to record business transactions using electronic formats. Skills include, but are not limited to:
 - i. Analyzing transactions
 - ii. Recording data
 - iii. Communicating data
 - b. Prepare financial statements in accordance with generally accepted accounting principles using electronic formats. Skills include, but are not limited to:
 - i. income statement
 - ii. retained earnings statement
 - iii. balance sheet
2. ISDS 2100: Microcomputer Applications in Business
 - a. Create and format professional documents using Microsoft Word. Skills include, but are not limited to:
 - i. insert page and column breaks
 - ii. set tabs
 - iii. apply themes and style sets
 - b. Enter, analyze and present quantitative data using Microsoft Excel. Skills include, but are not limited to:
 - i. protect a sheet and a workbook
 - ii. use relative and absolute cell references correctly
 - iii. organize data in tables
 - c. Create a collection of slides using Microsoft PowerPoint. Skills include, but are not limited to:
 - i. multimedia components including text, charts, pictures, sound, movies, and other multimedia components
 - ii. a new presentation using a template
 - iii. the use of a slide master
 - iv. the use of the presenter view
3. MGMT 2999: Principles of Management:
 - a. Skills include, but are not limited to:

- i. select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- ii. retrieve information online or in person using a variety of methods.
- iii. extracts, records, and manages the information and its sources.

4. BAS 2300: Business Correspondence

- a. Correspondence skills include, but are not limited to the use of:
 - i. social media
 - ii. Zoom
 - iii. electronic mail
 - iv. Microsoft Teams

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Associate of Applied Science in Management.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, student enrollment on the census days was

- 103 for ACCT 2001 with 82 (79.6%) successfully completing the course.
- 94 for ISDS 2100 with 79 (84.0%) successfully completing the course.
- 28 for MGMT 2999 with 28 (100%) successfully completing the course.
- 32 for BAS 2300 with 31 (96.9%) successfully completing the course.

In all, 257 students with repetition were enrolled with 220 (85.6%) obtaining the stated digital skills. This data includes the students taking the courses at all sites.

Given that the observed score of 85.6% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, faculty believe they can improve student learning by:

ACCT 2001

- face-to-face: adapt lectures to different learning styles and conduct a thorough review of the material covered in the final assignment.
- online: integrate regular online assignments to assess comprehension, provide feedback, and facilitate one-on-one support for students that need assistance.

ISDS 2100

- face-to-face: the instructor will encourage students to complete the practice exams in TestOut.
- online: the instructor will continue to monitor and review individual student assignments, lab work, and online participation each week, providing feedback to help students better prepare for the section test.

MGMT 2999 16-week online: Provide timely feedback on assignments.

BAS 2300 online: the instructor could provide additional resources if needed.

RELATED ITEM LEVEL 1

Medical Billing and Coding 24-25 (CTS) Digital Skills

Objective Number: 8.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Certificate of Technical Studies in Medical Billing and Coding, the student will demonstrate the ability to:

1. apply knowledge of diagnosis and procedure coding using simulated Electronic Health Records (EHRs) showing correct sequence of codes.
2. use presentation software in a healthcare setting.
3. use word processing software to create a cover letter and resume for use in looking for employment.

Section 2: Assessment/Evaluation/Measures/Strategies:

The following courses will assess the skills. The specific digital skills are as follows:

1. ALLH 2625: Advanced Medical Coding – Apply knowledge of diagnosis and procedure coding using simulated Electronic Health Records showing correct sequence of codes assessed using lab assignments and homework. Specific competencies include, but are not limited to:
 - a. Log in and out of the 3M coding program.
 - b. Log in and out of the EHRs.
 - c. Log in and out of the Medical Billing and Coding software.
 - d. Enter data into the 3M coding and reimbursement system.

- e. Searching for a code using the Computer Assisting Code solution.
 - f. Enter data into Physician based coding system.
2. ALLH 2646: Medical Billing and Coding Practicum – Use presentation software in a healthcare setting will be assessed using a presentation. Specific competencies include, but are not limited to:
- a. Understand the basics of presentation etiquette in a healthcare setting
 - i. limited text,
 - ii. font size, and
 - iii. clear titles, etc.
 - b. Identify appropriate presentation software for a healthcare setting
 - i. identify audience needs,
 - ii. compare different software features, and
 - iii. consider compatibility requirements.
 - c. Utilize the software to create a presentation
 - i. inserting and resizing
 - ii. a text or a textbox,
 - iii. video,
 - iv. chart,
 - v. pictures,
 - vi. clip art, and
 - vii. screenshots, etc.
3. ALLH 2646: Medical Billing and Coding Practicum – Use of word processing software to create a cover letter and resume will be assessed using an assignment using Microsoft Word. Specific competencies include, but are not limited to:
- a. Develop a compelling summary.
 - b. Summary of industry experience, expertise and education.
 - c. List of skills for endorsements.
 - d. Develop a strong headline.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70% which is the lowest C or average grade needed to successfully complete the Certificate of Technical Studies in Medical Billing and Coding program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for fall 2024 and spring 2025, there were

- 98 students enrolled in ALLH 2625 with 93 (94.9%) of them successfully completing.
- 99 students enrolled in ALLH 2646 with 92 (92.9%) of the successfully completing.

Overall, with repetition, there were a total of 197 in the two courses with 185 (93.9%) of the students obtaining their digital skills.

Given that the observed value of 93.9% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve learning by:

ALLH 2625 16-week online

- Fall 2024: Develop activities for students to practice coding; research ideas to help students in understanding and interpreting code standards and guidelines.
- Spring 2025: Redesigning course to better align course and program objectives; better activities to teach ICD-10-PCS to students.

ALLH 2646:

- Develop activities to allow students to use different types of software such as presentation and writing skills being used to show information learned.
- Allow students to gain greater understanding of digital resources by reviewing new articles or reading about digital literacy.

RELATED ITEM LEVEL 1

Associate of Science in Nursing 24-25 Digital Skills

Objective Number: 9.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in Nursing Program, the student will demonstrate the ability to:

1. use electronic health records.

2. search and print peer reviewed journals from a library's online database.
3. send, search, receive, and reply to professional email.
4. use medical equipment.
5. create and use employment-focused social media.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. NURS 1130: Nursing Concepts I and NURS 2350: Transition Course for Articulating LPN - RN Students
2. NURS 1135: Nursing Clinical Practice I and NURS 1235: Nursing Clinical Practice II
3. NURS 2536: Issues, Trends and Management of Care in Nursing and NURS 2556: Issues, Trends and Management of Care in Nursing

Students are assessed by a clinical preceptor with a Competency Check Sheet toward the end of the semester. Students must score as competent in all areas contained on the Competency Check Sheet in order to successfully complete the course.

The specific competencies required are:

1. use electronic health records (EHR).
 - a. Access
 - b. Verification of Patient
 - c. Verification of orders
 - d. Update as needed
2. search and print peer reviewed journals from a library's online database.
 - a. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - b. Construct and implements efficient and effectively designed search strategies.
 - c. Retrieve information online or in person using a variety of methods.
 - d. Refines the search strategy if necessary.
 - e. Extracts, records, and manages the information and its sources.
3. send, search, receive, and reply to professional email.
 - a. Log into email.
 - b. Create and send an email, including recipient address, subject, and message.
 - c. Open and reply to an email.
 - d. Understand why and how to reply, reply all, and forward an email.
 - e. Add an attachment to an email.
 - f. Open and download an email attachment.
 - g. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.

- h. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
 - i. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
 - j. Sign out of email, especially when using shared computers.
4. use medical equipment.
- a. Electronic Health Records
 - b. Vital sign monitors
 - c. Digital thermometer
 - d. Smart IV pumps
 - e. Patient and medication bar code identification
 - f. Medication retrieval through Omnicell, Pyxis machines, electronic med carts.
 - g. Smart beds
 - h. Electronic stethoscopes
 - i. Blood pressure monitors
 - j. Blood glucose monitors
 - k. Pulse oximeters
 - l. Wireless communication systems
 - m. Location sensors
 - n. Smart TVs
 - o. Point of Care Technologies
 - p. Telehealth
5. create and use employment-focused social media.
- a. Upload a professional photo.
 - b. Develop a compelling summary.
 - c. Summary of industry experience, expertise and education.
 - d. List of skills for endorsements.
 - e. Develop a strong headline.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered. Analysis of the data is completed one year behind the current academic year in order to meet the deadlines established by the Office of Institutional Effectiveness and Accreditation.

A tentative benchmark will be set at 77% which is the lowest C or average grade needed to successfully complete a nursing course.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, Enrollment/Completion data for Fall 2024 and Spring 2025 is listed below. None of the courses are offered in the summer semester.

- 85 students enrolled in NURS 1130 with 72 (85%) of them successfully completing.
- 85 students enrolled in NURS 1135 with 76 (89%) of them successfully completing.
- 70 students enrolled in NURS 1235 with 69 (99%) of them successfully completing.
- 11 students enrolled in NURS 2350 with 11 (100%) of them successfully completing.
- 46 students enrolled in NURS 2536 with 43 (93%) of them successfully completing.
- 14 students enrolled in NURS 2556 with 14 (100%) of them successfully completing.

Overall, with repetition, there were a total of 311 students in the courses with 285 (92%) of the students obtaining their digital skills.

Given that the observed value of 92% is greater than the tentative benchmark of 77%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Continued use of current digital skills with the incorporation of a simulated electronic health record to document assessments and patient care plans. Incorporation of healthcare simulation technology in NURS1135 to enhance skills.

RELATED ITEM LEVEL 1

Criminal Justice 24-25 (AS) Digital Skills

Objective Number: 10.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Criminal Justice (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in Criminal Justice, the student will:

1. demonstrate basic computer skills.
2. demonstrate the use email.

3. perform research related to criminal justice.
4. demonstrate the ability to write a report using word or other word processing software (examples include arrest reports, warrants, and requests for laboratory evidence).

Section 2: Assessment/Evaluation/Measures/Strategies:

The following courses will assess the skills. The specific digital skills are as follows:

1. CJ 1107: Introduction to Criminal Justice – Demonstrate basic computer skills will be assessed using discussion forums and homework assignments. Skills will include, but not be limited to the following:
 - a. Log on to and shut down a computer.
 - b. Identify icons, functions, and any file extensions related to basic office software and default Windows programs.
 - c. Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services.
 - d. Drag and drop primarily photos related to crime scenes.
 - e. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
 - f. Access and control audio output features (volume, mute, speakers and headphones).
 - g. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
 - h. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
 - i. Identify and work with tabs and windows.
 - j. Fill out an online form.
 - k. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
2. CJ 1107: Introduction to Criminal Justice – Demonstrate the use of email will be assessed using discussion forums and homework assignments. Skills will include, but not be limited to:
 - a. Log into email.
 - b. Create and send an email, including recipient address, subject, and message.
 - c. Open and reply to an email.
 - d. Understand why and how to reply, reply all, and forward an email.
 - e. Add an attachment to an email.
 - f. Open and download an email attachment.
 - g. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.
 - h. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
 - i. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
 - j. Sign out of email, especially when using shared computers.

3. CJ 2153: Criminal and Related Law – Perform research will be assessed using Landmark Supreme Court case studies. Skills will include, but not be limited to:
 - a. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - b. Construct and implements efficient and effectively designed search strategies.
 - c. Retrieve information online or in person using a variety of methods.
 - d. Refines the search strategy if necessary.
 - e. Extracts, records, and manages the information and its sources.
4. CJ 2300: Criminal Justice Report Writing – Demonstrate the ability to write reports based on the job duties will be assessed using written reports. Skills will include, but not be limited to:
 - a. Open a new or existing document.
 - b. Close and save a document, being intentional about name and location.
 - c. Use Spelling and Grammar check.
 - d. Format text: size, color and font type.
 - e. Set text spacing and alignment.
 - f. Modify page layout, including margins and orientation.
 - g. Insert objects into a document, including images, shapes, hyperlinks, and tables.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Associate of Science in Criminal Justice program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, based on the census dates for fall 2024 and spring 2025, the enrollment was

- 118 for CJ 1107 with 86 (72.9%) students successfully completing the course.
- 18 for CJ 2153 with 17 (94.4%) students successfully completing the course.
- 11 for CJ 2300 with 8 (72.7%) students successfully completing the course.

In all, there were 147, with repetition, with 111 (75.5%) successfully obtaining the stated digital skills. The data reflects students in both the 16-week and 8-week online formats.

Given that the observed score of 75.5% > tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe they can improve by:

- Provide students assistance with time management skills and the importance of reading the assigned textbook.
- Rewriting questions most students missed to make them clearer and replace a discussion board with a required PowerPoint.

RELATED ITEM LEVEL 1

Fire & Emergency Services & Fire Science Technology 24-25 (AAS/CTS) Digital Skills

Objective Number: 11.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Applied Science in Fire and Emergency Services, the student will:

1. demonstrate basic computer skills.
2. demonstrate the use email.
3. perform research related to fire and emergency services.

Section 2: Assessment/Evaluation/Measures/Strategies:

The following courses will assess the skills. The specific digital skills are as follows:

1. FSCI 2502: Building Construction Structural Technology – Demonstrate basic computer skills will be assessed using discussion forums and quizzes. Skills will include, but not be limited to the following:
 - a. Log on to and shut down a computer.
 - b. Identify icons, functions, and any file extensions related to basic office software and default Windows programs.
 - c. Demonstrate knowledge of Windows File Explorer and identify drives on the computer, as well as cloud storage services.
 - d. Drag and drop primarily photos related to crime scenes.
 - e. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
 - f. Access and control audio output features (volume, mute, speakers and headphones).
 - g. Demonstrate ability to trash and retrieve items using the trash or recycle bin.

- h. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
 - i. Identify and work with tabs and windows.
 - j. Fill out an online form.
 - k. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).
2. FSCI 2151: Fire Department Organization and Management – Demonstrate the use of email will be assessed using discussion forums, homework assignments, or communication exercises. Skills will include, but not be limited to:
- a. Log into email.
 - b. Create and send an email, including recipient address, subject, and message.
 - c. Open and reply to an email.
 - d. Understand why and how to reply, reply all, and forward an email.
 - e. Add an attachment to an email.
 - f. Open and download an email attachment.
 - g. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.
 - h. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).
 - i. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.
 - j. Sign out of email, especially when using shared computers.
3. PBSA 2830: Contingency Planning or EMGT 1500: Emergency Management in High Threat Situations (note that similar research is conducted in both courses) – Perform research will be assessed using research into the FEMA data and planning database. Skills will include, but not be limited to:
- a. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - b. Construct and implements efficient and effectively designed search strategies.
 - c. Retrieve information online or in person using a variety of methods.
 - d. Refines the search strategy if necessary.
 - e. Extracts, records, and manages the information and its sources.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 70%, which is the lowest C or average grade needed to successfully complete the Associate of Applied Science in Fire and Emergency Services.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for fall 2024 and spring 2025, there was/were

- 8 students enrolled in FSCI 2502 with 6 (75.0%) of them successfully completing.
- 14 students enrolled in FSCI 2152 with 12 (85.7%) of them successfully completing.
- one student enrolled in PBSA 2830 with the one (100%) successfully completing.

Overall, with repetition, there were a total of 23 in the three courses with 19 (82.6%) of the students gaining their digital skills.

Given that the observed value of 82.6% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, the faculty believe they can increase learning by:

FSCI 2152 Fall 2024: Stressing time management to students.

RELATED ITEM LEVEL 1

Radiologic Technology 24-25 (AS) Digital Skills

Objective Number: 12.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Radiologic Technology (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Science in Radiologic Technology, the student will demonstrate the ability to:

1. Manipulate radiological images to send to Picture Archiving and Communication System (PACS).
2. Apply correct technical factors to provide minimal patient X-ray exposure.

Digital skills reviewed by the advisory committee on August 21, 2025 (see highlighted in PDF below).

Attached Files

[RADT DS Advisory.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Both of the digital skills will be assessed in RADT 2093: Applied Imaging VI. Students are assessed by a Clinical Preceptor with a weekly rotation evaluation and by the Clinical Instructor with an end of the semester Applied Imaging VI Evaluation. Students must score as competent in all areas contained on the weekly evaluation and Applied Imaging VI evaluation in order to successfully complete the course.

The specific competencies required are:

1. Manipulate radiological images to send to Picture Archiving and Communication System (PACS).
 - a. Evaluate image quality
 - b. Identify proper/corrective adjustments
 - c. Correctly rotate images
 - d. Correctly annotate images
2. Apply correct technical factors to provide minimal patient X-ray exposure.
 - a. Is able to set proper technical factors
 - i. Kilovoltage Peak (kVp)
 - ii. Milliamperage per second (mAs)
 - b. Is able to evaluate proper technical factors
 - i. Exposure Index (EI)
 - ii. Sensitivity (S)

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered. The data will be reported one year behind the actual academic year which is typical for allied health programs.

As this objective is new, there is no benchmark. Given that, a tentative benchmark of 77% will be used in a preliminary fashion. It is the lowest C (average grade) that is considered passing for allied health majors.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for summer 2024, fall 2024 and spring 2025, there were 25 students enrolled in RADT 2093 with 30 (100%) of them successfully completing gaining their digital skills.

Given that the observed value of 100% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Continue to provide lab practice with digital image manipulation. This provides students the confidence and knowledge to perform these necessary functions on patient images.

See PDF on Technical factor selection lab (RADT1012) below.

Attached Files

[Chapter 13 Laboratory.pdf](#)

RELATED ITEM LEVEL 1

Respiratory Care 24-25 (AS) Digital Skills

Objective Number: 13.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Respiratory Care (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Associate of Science in Respiratory Care, the student will demonstrate the ability to:

1. identify variable modes of ventilation and graphic waveforms when manipulating various parameters on a digitally electronic powered including, but not limited to:
2. utilize Electronic Health Records including, but not limited to:

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. RC 2016: Conference and Clinical Experience II - Preclinical performance and evaluation.
2. RC 2024: Conference and Clinical Experience IV – final clinical evaluation.

The competencies are:

1. identify variable modes of ventilation and graphic waveforms when manipulating various parameters on a digitally electronic powered including, but not limited to:
 - a. mechanical ventilator.

- b. intubation monitor.
 - c. electrocardiogram interpretation.
 - d. arterial blood gas analysis.
 - e. pulmonary function testing.
2. utilize Electronic Health Records including, but not limited to:

- a. patient verification.
- b. maintaining patient confidentiality.
- c. delivering medication.
- d. interpreting patient data to complete
 - i. case studies.
 - ii. care plans.
 - iii. mechanical ventilation flowsheets.
 - iv. daily clinical reports.

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 77%, which is the lowest C or average grade needed to successfully complete the Associate of Science in Respiratory Care program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for summer 2024, fall 2024 and spring 2025, there were

- 13 students enrolled in RC 2016 with 13 (100%) of them successfully completing.
- 14 students enrolled in RC 2024 with 14 (100%) of them successfully completing.

Overall, with repetition, there were a total of 27 students in the two courses with all 27 (100%) of the students gaining their digital skills.

Given that the observed value of 100% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

During the summer 2025 semester, the Respiratory Care Program received an Anatomage Table purchased through a regional workforce grant. The Anatomage Table is the most advanced real-human based 3D anatomy and medical education system. This state-of-the-art platform offers digitalized human cadavers, superior medical learning tools, and realistic 3D anatomy experiences, transforming medical education and training. By incorporating the Anatomage Table, the program can enhance learning outcomes, lower laboratory costs, and establish their

technological leadership. The program will introduce the table to the students, provide training and assignments which will increase their knowledge base and understanding of pathophysiologic conditions related to the cardiopulmonary system. Please see attachment below which provides a detailed quote for purchase.

Attached Files

[anatomage table quote RC.pdf](#)

RELATED ITEM LEVEL 1

Surgical Technology 24-25 (AAS) Digital Skills

Objective Number: 14.1

Start: 11/1/2024

End: 10/31/2025

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the Associate of Applied Science in Surgical Technology, the student will demonstrate:

1. proficiency in basic laparoscopic surgery skills utilizing the LapSim (laparoscopic surgical simulator).
2. the ability to create and maintain electronic surgical preference cards.
3. the use of word processing software.
4. the use of presentation software to present a total arthroplasty (joint replacement).

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. SURT 1103: Surgical Practicum I – faculty evaluation
2. SURT 1103: Surgical Practicum I – faculty evaluation
3. SURT 2102: Surgical Technology Lab III – Unit 1 Homework assignment
4. SURT 1240: Technological Sciences for the Surgical Technologist – Unit 1 presentation

The specific competencies associated with these outcomes are:

1. Demonstrate proficiency in basic laparoscopic surgery skills utilizing the LapSim (laparoscopic surgical simulator). Specific skills included, but are not limited to:
 - a. camera navigation
 - b. instrument use
 - c. 3D anatomy identification and
 - d. surgical procedure modules
2. Demonstrate the ability to create and maintain electronic surgical preference cards. Note that the software is specific to a hospital.
3. Demonstrate the use of word processing software. Specific skills included, but are limited to:
 - a. Cover letter
 - b. Resume developing a strong headline
 - c. List of clinical cases
4. Demonstrate the use of presentation software to present a total arthroplasty (joint replacement). Specific skills include, but are not limited to:
 - a. Formatting
 - b. Embedding pictures
 - c. Embedding videos

The frequency of success will be tabulated at the conclusion of the semester in which the course is offered.

A tentative benchmark will be set at 77%, which is the lowest C or average grade needed to successfully complete the Associate of Applied Science in Surgical Technology program.

Section 3: Assessment/Evaluation Results (Progress Report):

For AY 2023-2024, this outcome was being developed and finalized; therefore, no assessment took place.

For AY 2024-2025, on the census dates for summer 2024, fall 2024 and spring 2025, there were

- 21 students enrolled in SURT 1103 with 20 (95.2%) of them successfully completing.
- 18 students enrolled in SURT 1240 with 18 (100%) of them successfully completing.
- 16 students enrolled in SURT 2102 with 16 (100%) of them successfully completing.

Overall, with repetition, there were a total of 55 students in the three courses with 54 (98.2%) of the students gaining their digital skills.

Given that the observed value of 98.2% > the tentative benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

The LapSim (laparoscopic simulator) will be introduced during the mandatory orientation session to ensure students have correctly created an account and learn to navigate the system. An introduction to the most commonly used word processors will be discussed and overviewed at orientation.