



BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK COHORT STUDENT SUCCESS ACTION PLAN

Due: February 16, 2022

I

Institution Name:

Name, title, and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:

Dr. Nancee Sorenson, Chancellor, sorenson@lsue.edu.

Section 1: Where You Started (200 words max each)

Please summarize your efforts and progress implementing comprehensive, large-scale student success work prior to joining the Building Resiliency in Rural Communities for the Future of Work cohort. What had you implemented? What results did you see/not see? What did you learn from this?

Pathways to Success, a program for students needing developmental education in every subject, began in fall 2004. The program saw positive results up through AY 2017-2018.

- Retention of new first-time students increased from 30% to an average of 44% from fall to fall (fall 2005 through fall 2017).
- The mean GPA of the students increased from 1.429 the year prior to the program beginning to 2.150 (fall 2004 through fall 2017).

LSU Eunice began the use of modular developmental mathematics in fall 2013. The program permitted students to progress through a sequence of two developmental mathematics courses and take the applied college algebra course in the same (often the first) semester, accelerating completion of the first college level math course. The data from the Quality Enhancement Plan Impact Report (2020) showed decreased time to completion of the first general education course and increased course completion rates:

- from 4.1 semesters to 3.4 semesters and a 53.8% increase in completing the three courses from 20.0% to 30.8% beginning in prealgebra.
- from 4.1 semesters to 3.5 semesters with a 41.9% increase in completing the two courses from 35.0% to 49.7%.

Before this action plan, LSU Eunice was not using disaggregated data effectively. Going forward, LSU Eunice will use disaggregated data in all planning efforts.



Optional: Please provide any additional information you would like the ATD team to know, including any relevant contextual information regarding your institution, system, region, or state (e.g., organizational changes, legislative changes, leadership changes, funding changes, etc.).

Leadership and funding; LSU Eunice is not part of the Louisiana Community and Technical College System, rather it is one of eight campus locations of the Louisiana State University system and is required to be financially independent. It is a friendly competitor to LCTCS, and as such, fights for its place for funding and recognition. In the 2021 Louisiana Legislative Session, the MJ Foster Program of Promise was approved. Named after former Governor Mike Foster (1992-2004), during whose tenure the LCTCS system was organized, this program is the state's foray into free community college for adults 21 and over who have not completed postsecondary education through the associate degree. LSU Eunice is a voting member of the Executive Council. The Foster Program of Promise begins in July 2022 with full scale implementation in August 2022.

LSU Eunice has had five permanent Chancellors since its inception in 1967. Following the 20-year tenure of its third Chancellor, Dr. William Nunez (1996-2015), Dr. Kim Russell became the fourth Chancellor from September 1, 2015, through December 31, 2018, followed by Dr. William Crowe, Interim Chancellor from January 1, 2019, through June 2019. The current and fifth permanent Chancellor, Dr. Nancee Sorenson, began on June 24, 2019. Other points of interest:

- On October 23, 2019, LSU Eunice was the subject of a ransomware attack that took most systems off-line for about a week.
- The national conversion to 100% virtual instruction and services in March 2020.
- During the tenure of Louisiana Governor Bobby Jindal (2008-2016), funding for higher education was decreased from 70% to 30% in state support.
- Citizens in the Acadiana region, in which LSU Eunice is located, experience some of the highest rates of poverty and the lowest good health attainment rates in the state.
- The region's broadband access and affordability is a real and current challenge and is one of the highest priorities for Louisiana to address and improve.



Section 2: How You Organized Your Student Success Work (500 words max)

Please describe the structure you created or adapted to complete your student success work during your first year with ATD in the Building Resiliency in Rural Communities for the Future of Work cohort. Use the questions below to *guide* your response.

- **What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?**

LSU Eunice personnel began establishing a structure for student success and strategic change in spring 2020, when the strategic planning initiative was introduced. This structure included a core team of administrators that included academic affairs, business affairs, student affairs, institutional research, institutional effectiveness, public relations, and foundations personnel to guide the work. The strategic planning effort was followed up by the SWIM Digital Group engaging in work with LSU Eunice's enrollment processes in late 2020. The decision was made to combine the three efforts when LSU Eunice was notified of the ATD grant in 2021. The initiatives were charged with the following:

- Strategic Planning: set the strategic direction for the institution. Specific considerations are enrollment, diversity, and student success.
- Enrollment Management Consultants: analyze the student experience and recommend changes to foster acquisition of students and academic success.
- ATD: use data to determine where equity issues exist and devise a plan to eliminate those inequities while preparing students for high demand, high wage jobs in the digital economy.

Further, LSU Eunice is planning for its reaffirmation in 2024. All three initiatives will influence the choice of the required Quality Enhancement Plan that is required as part of the reaffirmation.

- **To what extent were faculty, staff, administrators, and students actively engaged in these teams? Were there any mitigating factors that limited their engagement?**

Faculty, staff, administrators, and student representatives were actively engaged throughout the strategic planning, enrollment management, and ATD meetings and tasks. For example, 126 (78.8%) of the 160 full-time employees completed the ICAT. The practice of using Zoom for meetings was curtailed in favor of in-person meetings to increase engagement. The mitigating factors are that all personnel are busy, and some faculty were not able to participate all the time due to classes.



- **How has learning been shared across teams/areas?**

Learning has been shared across areas through meetings due to most departments being represented on the teams and performing the daily work. Updates are posted through email and through the [strategic planning website](#). In addition, the Chancellor's Cabinet (leadership team) is informed during Cabinet meetings. Further, updates have been provided to the campus community by including the student body using convocation, monthly Faculty and Staff Senate meetings, and sensemaking meetings.

- **What communication strategies and processes are being used to share learning from the teams with the broader college community, including trustees?**

A blended communication strategy of using press releases and website updates has been used to communicate with the broader community. The Chancellor has briefed the LSU Eunice campus Board of Advisors and the LSU Board of Supervisors through board meetings and written documents.

- **Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and support provided to students? If so, how and why?**

Yes, the structure evolved as the strategic planning process and strategic enrollment management consultants moved through their work while the work for ATD was being implemented. The focus of the ATD work complemented both the enrollment management and strategic planning initiatives, so it quickly became integrated into work already being completed. The three efforts created a synergistic environment whereby LSU Eunice seeks to do work differently on all levels so that the institution may thrive in the future.



Section 3: What You Learned

Indicate which of the following analyses you completed and explain briefly why you chose to explore this area. ATD understands that the impact of COVID may have limited your ability to perform some of the analyses listed below.

Area of Discovery and/or Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale for Analysis	Key Findings, Insights from Results
<p>Early Momentum Metrics such as credit accumulation 1st term/year, gateway course completion in 1st year, term-to-term persistence (specify)</p>	<p>Yes</p> <p>Yes</p>	<p>Yes</p> <p>Yes</p>	<p>Success and Withdrawal Rates for all Students in all Courses</p>	<p>Two first of their kind longitudinal studies were completed by the Office of Institutional Effectiveness and Accreditation in fall 2021 using institutional data. The first dealt with course success/withdrawal rates, and the second dealt with one-year retention of new first-time students. Institutional data was used because both studies utilized data over an 11-year period.</p> <p>The Success and Withdrawal Rate study indicated that the overall success rate (A, B, or C only) was 72.0% for all courses taken by all students during AY 2020-2021. This was 2.2 percentage points below the 10-year longitudinal mean of 74.2%. The data was broken out by several student characteristics, including</p> <ul style="list-style-type: none"> • Ethnicity • Pell Grant • Pathways to Success (students needing additional help in all areas) • New first-time <p>Key findings were that Black (non-Hispanic) students had a mean success rate of 63.5%, while Pell Grant recipients had a mean success rate of 70.2%. In addition, Pathways to Success students had a success rate of 62.6%, and new first-time students had a success rate of 67.9%.</p> <p>Insights were that the performance of Pell Grant students was higher than expected. Other insights were that initiatives put into place in 2017 and 2018 to help students were largely failures, as graphical data indicated that declines began at that time and not when CV-19 forced all courses online.</p>



Area of Discovery and/or Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale for Analysis	Key Findings, Insights from Results
	Yes	Yes	Fall-to-Fall Retention of New First-Time Students	<p>In addition, the data indicated that additional support is needed targeting new first-time students, Pathways to Success students, and Black (non-Hispanic) students. Combining these variables indicated that these students had the lowest success rates and the highest withdrawal rates.</p> <p>The second study on retention rates indicated that the fall 2020 to fall 2021 retention rate was 45.8% for new first-time students; this was the lowest and 3.8 percentage points below the 10-year mean of 49.6%. As with the success/withdrawal, the student retention study was broken out by several student characteristics. The 10-year data indicated that Black (non-Hispanic) students had a mean retention of 43.4%, White (non-Hispanic students) had a mean retention of 52.6%, part-time students 42.7%, and Pell Grant students 48.6%.</p> <p>The longitudinal study also examined student retention by grade point average (GPA) at the conclusion of the initial semester for all new first-time students. It found that the probability of retaining students earning a GPA ≤ 1.00 in the first semester was 9.9%, on average.</p>
	Yes	Yes	Zero Credits in first semester	<p>The study also examined the rate at which students earned a 0.00 (i.e., no credit) in their first semester. The rate of 8.5% in fall 2017 increased 124.7% to 19.1% in fall 2021. The data indicated that the probability of retaining a student who earned a GPA = 0.00 their first semester from one fall to the next was 4.5%, on average, over the 11-year period. Black (non-Hispanic) students earning a 0.00 GPA had a probability of 4.9% of being retained, while White (non-Hispanic) students earning a 0.00 GPA had a probability of 3.8% of being retained. Pell Grant students were retained at a rate of 4.3%, while non-Pell Grant students were retained at 4.2%. Lastly, Pathways to Success students were retained at a rate of 4.0%, while non-Pathways students were retained at 4.8%.</p> <p>Several key insights related to the retention data appeared, given that the data had never been analyzed in that fashion in the past. The greatest (and</p>



Area of Discovery and/or Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale for Analysis	Key Findings, Insights from Results
				<p>most disappointing) insight was the rapid growth (124.7%) of students earning 0-credit in their first semester of attendance. The data pointed to a need for better advising and support for new-first time students, especially those taking online courses.</p>
<p>Success rates in high enrollment courses</p>	<p>Yes</p>	<p>Yes</p>	<p>Top 11 most Enrolled courses</p>	<p>Another report was issued in October 2021 by the Office of Institutional Effectiveness and Accreditation on the Disaggregated Success Rates for Courses with the Highest Enrollment over five fall semesters. This report did not disaggregate success rates by methodology, but did disaggregate data by ethnicity, gender, and socioeconomic status (using whether the student received a Pell Grant or not). This was the first time a study of this nature had been performed.</p> <p>Success was defined by a final grade of P (pass), A, B, or C in a course for all students. The report used the overall success rate as a comparison for ethnicity, gender, and Pell Grant. A variation that exceeded ± 5 percentage points was established as beyond what might be expected. The study examined general education English composition, psychology, communications, history, biology, and mathematics, along with developmental English, mathematics, and an orientation course.</p> <p>The results indicated that Black (non-Hispanic) students had lower rates of success when compared to all students in all eleven courses examined. In terms of gender, the results indicated that the variation did not exceed ± 5 percentage points except in two psychology courses, applied college algebra, and the orientation course. Pell recipients performed similarly to non-Pell recipients in about half the courses studied. Notable exceptions were general education English composition, biology, psychology, communications, and mathematics.</p> <p>As this was the first time such a study was undertaken, the Chancellor’s Cabinet asked for additional information on success rates and retention (noted above). This requested information was communicated to all faculty and staff.</p>



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				<p>The response rate for spring 2021 was 361 (13.3%) of the 2,711 enrolled students from all active sites.</p>
<p>Faculty and staff voice (focus groups or surveys)</p>	<p>Yes</p>	<p>Yes</p>	<p>To introduce faculty and staff to the concept of Early Momentum Metrics (EMMs) and to provide faculty and staff with EMM data and obtain their input</p>	<p>Data on EMMs was uploaded to the PDP during spring 2021 and presented to the faculty and staff during the fall 2021 Convocation. The data from each fall from 2016 through 2019 on students earning ≥ 15 credits in their first year indicated</p> <ul style="list-style-type: none"> • a decrease of 1.6% from 62% to 61%, • females = 62.3%, while males = 60.0%, • Pell Grant recipients = 58.0%, while non-Pell Grant recipients = 65.8%, and • for the two largest ethnicities, Black (non-Hispanic) = 52.0%, while White (non-Hispanic) = 66.3%. <p>Data was also examined using the fall 2016 through fall 2019 data set for students earning zero credit hours in their first semester of attendance. The data indicated</p> <ul style="list-style-type: none"> • a 275% increase from 4% to 15%, • female = 9.0%, while males = 13.5%, • Pell Grant recipients = 11.5%, while non-Pell Grant Recipients = 9.5%, and • for the two largest ethnicities, Black (non-Hispanic) = 14.0%, while White (non-Hispanic) = 7.5%. <p>After the Convocation presentation, two sense making focus groups were held to discuss the data. A total of 36 (50.7%) out of 71 full-time faculty and 7 (7.9%) of the full-time staff attended. ATD coaches filed a report indicating that additional disaggregated data was needed. When those in attendance were asked what factors could be contributing to the data presented, the following were discussed:</p> <ul style="list-style-type: none"> • English faculty discussed class sizes being potentially too large, • the need for a first-year experience program, • academic alerts and interventions not at scale,



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				<ul style="list-style-type: none"> • the need for faculty and staff professional development, • students' ability to drop courses without guidance, • schedules for first-time students, and • revamping orientation. <p>The ATD coaches also suggested that LSU Eunice</p> <ul style="list-style-type: none"> • appoint one person to coordinate ATD work, • hold listening sessions on additional data disaggregated by equity groups, • begin a review of course completion disaggregated by equity groups, • send a team to the Data & Analytics Summit, and • begin a program review using CCRC resources.
Institutional Capacity Assessment (ICAT); Capacity Cafe	Yes	N/A	Used for strategic planning purposes	<p>The Institutional Capacity Assessment Tool (ICAT) 1.5 was open for all full-time faculty and staff to take from Tuesday, September 21, 2021, through Friday, October 1, 2021. It was completed by 126 (78.8%) of the 160 full-time faculty and staff. The Results Summary and Response Distribution are linked for convenience. The overall results:</p> <ul style="list-style-type: none"> • Leadership and Vision = 2.6 (Level 3) • Data and Technology = 2.5 (Level 3) • Equity = 2.6 (Level 3) • Engagement and Communication = 2.5 (Level 3) • Teaching and Learning = 2.5 (Level 3) • Strategy and Planning = 2.4 (Level 2) • Policies and Practices = 2.7 (Level 3) <p>Two Capacity Cafés were held, one at 9:00 a.m. and one at 1:00 p.m. on October 6, 2021. A total of 74 (32.7%) of the 226 full and part-time employees participated. Prior to the beginning of each Capacity Café, the ATD coach's presentation summarized the ICAT data:</p> <ul style="list-style-type: none"> • <u>Leadership and Vision</u>: CEO actively supporting efforts to improve student success and willingness to change structures were strengths, while a sense of urgency to improve student outcomes,

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				<p>decrease equity gaps, and celebrate early wins were viewed as opportunities. The greatest “I don’t know” was whether the governing body empowers and supports the leadership team to improve student success.</p> <ul style="list-style-type: none"> • <u>Data and Technology</u>: Having a set of measurable KPIs to track student progress, inform strategy development, and set performance targets were strengths, while data being shared and meaningful professional development opportunities to improve student success were opportunities. Disaggregating student data and tracking labor market data were the greatest “I don’t know.” • <u>Equity</u>: Faculty and staff hiring, retention, and promotion policies to address equity, diversity, and inclusion; staff representing the student populations; and equitable practices in and out of the classrooms were viewed as strengths, while the need for predictive analytics and policy for data management were viewed as opportunities. The greatest “I don’t know” was measuring and advancing equity in the strategic plan, along with the coordination of equity efforts. • <u>Engagement and Communication</u>: Transfer alignment was viewed as a strength, while student success vision and goals being communicated; broad based input from all constituencies; and the involvement of all constituencies in student success initiatives were viewed as opportunities. The institution working with employers to align program and services to market demand was the greatest “I don’t know.” • <u>Teaching and Learning</u>: Addressing students’ basic needs; restructuring developmental education to complete at least one college level math and English course; and supporting transfer to four-year institutions were viewed as strengths, while the lack of professional development, easier institutional processes, additional student support, and providing career guidance were viewed as opportunities. Data being used to improve instructional



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				<p>processes and refining program level outcomes to align with labor market demands were the greatest “I don’t know.”</p> <ul style="list-style-type: none"> • <u>Strategy and Planning</u>: Shared responsibility for student success was viewed as a strength, while faculty and staff prioritizing student success among competing objectives was viewed as an opportunity. • <u>Policies and Practices</u>: Accountability for effective implementation of policies was viewed as a strength, while stakeholder engagement in the development and improvement of policies and practices to help students succeed was viewed as an opportunity. <p>A debriefing was held with the ATD coaches and the Enrollment Management consultants on October 7, 2021. The summary focused on the following topics:</p> <ol style="list-style-type: none"> 1. Strategic Change <ol style="list-style-type: none"> a. Change requires communication that should trickle down to all constituents. b. LSU Eunice should be prepared to meet student needs and meet them where they are. c. LSU Eunice’s mission is conflicted, and this has resulted in a crisis of culture—a two-year community college versus a two-year university. d. Broad goals need to focus on student success. e. Goals need to be set on pass rates (P, A, B, and C). f. LSU Eunice might be better served by focusing on Associate of Applied Science programs. 2. Faculty/Staff <ol style="list-style-type: none"> a. Promotion and tenure rules may conflict with student success initiatives. b. Student success must become part of expectations, and there should be some accountability. c. Online and traditional face-to-face courses are taught the same, and that is part of the problem.

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				<p>3. Support</p> <ol style="list-style-type: none"> a. There is a lack of alignment between student support and coursework. b. LSU Eunice needs to determine what supports online and face-to-face students need. c. LSU Eunice needs to determine what student support services are needed to complete 0-15 hours and 16-30 hours. d. Faculty and staff need to be trained in how to help students holistically. e. Career services need to be provided. <p>The key insight overall was that the time is right to complete the work related to strategic planning, enrollment management, and ATD.</p>
Business process mapping	Yes	N/A	Enrollment Management	<p>All recruiting and enrollment processes are currently under review with the assistance of a consultant—SWIM Digital Media Group. The consultants were brought on board in late 2020, and their charge was to analyze the student experience and recommend changes to foster acquisition of students and academic success. Their findings indicated that LSU Eunice</p> <ul style="list-style-type: none"> • was not shifting to meet changing student demographics and was missing pipelines of prospective students, • lacked an enrollment plan that reflected the strategic goals, • had a disconnect between program offerings and industry needs, • had too many manual processes, and • had inconsistent advising at orientation. <p>SWIM’s work is continuing into spring 2022, with enrollment targets set for 2023. This includes updating workflows, processes, technology, and methods of recruiting, communicating, and admitting students.</p>
	No	n/a	Business Processes	<p>While the business processes did not undergo a mapping process, several initiatives were undertaken beginning in late 2019 to make interactions with the Business Office “easier” for students. This included creating additional flexible payment plans with longer durations, resulting in lower</p>

Area of Discovery and/or Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale for Analysis	Key Findings, Insights from Results
	No (ongoing over the next two-three years)	n/a	Institutional Policies	<p>payments. In addition, students who are not close to campus may now make partial payments through Cashnet. Prior to using Cashnet, students had to make a full payment. Finally, students and parents may now load funds on a student's ID card online. Prior to the change, funds could only be loaded on the card by using an on-campus kiosk.</p> <p>Another major change was that a direct deposit was implemented. Prior to the change, refunds were issued through LSU in Baton Rouge through postal mail, with students waiting at least two weeks for their money. The direct deposit option has reduced this process to a couple of days.</p> <p>Institutional policy statements have been under review since summer 2018. While some policies are governed by LSU, many have been streamlined, have undergone major editing, or have been rescinded and placed in the Catalog or Registration Guide. In a few cases, some policies have been rescinded with no replacement.</p> <p>Some examples of the changes include the policy related to student organizations and activities (PS 16). This policy was rescinded, along with intramural activities (PS 17). The copyright policy was placed on the library's webpage (PS 23), while the regulation of vehicular traffic policy was placed on the LSU Eunice Police and Campus Security webpage (PS 28). Finally, the policy on withholding academic transcripts (PS 48) and the policy on required immunizations (PS 49) were placed in University Catalog.</p> <p>The overall key insight for this section is that, while the changes have moved the "needle," additional change is needed, given that some enrollment and business processes/policies are outdated and need to be updated to reflect 2022's students.</p>
Partnerships Analysis	No			



Area of Discovery and/or Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale for Analysis	Key Findings, Insights from Results
Labor Market Analysis	Yes	No	Expand Continuing Education and for-credit offerings through an initiative proposed by the Louisiana Board of Regents.	LSU Eunice participates in The Louisiana Board of Regents Louisiana Reboot program. Implemented in 2020, the program is for individuals to reskill, upskill, or begin a career in high demand, high wage jobs to recover from the CV-19 pandemic. The Board of Regents focused on the seven most important job categories (logistics, healthcare, tech, business, education, skilled trades, and public safety) as determined by the Economic Impact Study (EMSI). Some examples offered by LSU Eunice are Pharmacy Technician, CNC Machinist, Ethical Hacker, SQL Programmer, Software Developer, and HVAC/R Technician. Key insights were that LSU Eunice trained 430 students in its healthcare and non-credit workforce development programs.
Digital Course and Program Analysis	Yes	Yes	To examine success rates by methodology.	<p>During AY 2020-2021, LSU Eunice had 12 programs offered completely online. Overall, during that same year, there were a total of 20,750 instances of course taking by all students. Students' course taking was distributed as:</p> <ul style="list-style-type: none"> • n = 11,093 (53.5%) 16-week face-to-face • n = 7,463 (36.0%) 16-week online • n = 1,602 (7.7%) 8-week online LSU Eunice • n = 592 (2.8%) 8-week LSU Online <p>Please note that the distribution above is based on fall 2020 and spring 2021 only. Courses offered during the fall and spring intersessions were not included in the data.</p> <p>At the conclusion of AY 2020-2021, the Office of Institutional Effectiveness completed a report entitled An Investigation into Overall Success and Withdrawal Rates. Included in this report was a breakdown of success rates by methodology. The overall success rate was</p> <ol style="list-style-type: none"> 1. 72.4% (n = 11,093) for 16-week face-to-face courses, <ol style="list-style-type: none"> a. Black (non-Hispanic) = 58.7% b. White (non-Hispanic) = 77.0% c. Did not receive a Pell Grant = 76.4% d. Did receive a Pell Grant = 67.0%



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				<p>2. 72.2% (n = 7,463) for 16-week online courses,</p> <ul style="list-style-type: none"> a. Black (non-Hispanic) = 56.2% b. White (non-Hispanic) = 79.0% c. Did not receive a Pell Grant = 78.0% d. Did receive a Pell Grant = 65.3% <p>3. 71.3% (n = 1,602) for 8-week online courses, and</p> <ul style="list-style-type: none"> a. Black (non-Hispanic) = 57.5% b. White (non-Hispanic) = 78.3% c. Did not receive a Pell Grant = 75.4% d. Did receive a Pell Grant = 67.1% <p>4. 65.0% (n = 592) for 8-week online courses offered by LSU online.</p> <ul style="list-style-type: none"> a. Black (non-Hispanic) = 44.3% b. White (non-Hispanic) = 76.2% c. Did not receive a Pell Grant = 62.1% d. Did receive a Pell Grant = 68.0% <p>Several key insights related to the student success data appeared. The first was that students in face-to-face courses do slightly better than students in 16-week online courses. In addition, there is little difference in success for students in the 16-week or 8-week LSU Eunice online courses. However, there is a difference in the success rates between LSU Eunice 8-week LSU Eunice online courses and LSU Online 8-week courses. This bares further research given that both sets of courses are taught by LSU Eunice faculty and even by the same faculty members in some cases. Another insight is that Black (non-Hispanic) students need to be better supported across all methodologies given the success rates. The data also indicates that students with a Pell Grant need to be better supported in every case except LSU Online courses.</p> <p>There was no analysis of Digital Programs.</p>



What did you learn about your college's structures, processes, and attitudes as you have engaged in analyses and data sensemaking? (300 words max)

Simply put, LSU Eunice personnel found that the college needed to improve in a multitude of ways. For example, beginning in late 2020 with the strategic planning initiative and the enrollment management consultants, followed by efforts with ATD in 2021, LSU Eunice personnel began examining many of the operational aspects, especially those that impact student enrollment, learning, and success. It was discovered that the structures and processes were outdated and archaic and that response to the market environment was slow. In addition, some policies and procedures were acting as barriers to enrollment, including the fact that many of the enrollment processes were manual. Enrollment management efforts indicated a mismatch between academic programs and regional needs. In addition, data examined in late 2021 indicated that student success and retention were decreasing and that gaps existed between multiple demographic groups.

Given these situations, the attitude was that change was needed, and the work with strategic planning, enrollment, and ATD needed to be coordinated and combined to create a synergistic effect to benefit the entire institution. For LSU Eunice, the need for change was identified and embraced prior to ATD, but the efforts surrounding ATD have identified equity gaps that might not have been identified otherwise. The efforts related to ATD also created a sense of urgency to address the equity gaps that were identified through the examination of data.

Please describe any additional qualitative and quantitative analyses you completed, if any.

Overall success rates (A, B, and C only) decreased to 72% below the 10-year mean of 74.2% in fall 2020; however, the western region of Louisiana was hit by two major hurricanes during that semester. While LSU Eunice itself suffered no major damage, many students living west of the campus suffered major impacts, including the loss of internet capability and loss of electricity for weeks after the storm. The exact number of students impacted is unknown.

Next, there were 226 new first-time students that ended the semester with a GPA ≤ 1.00 in fall 2021. Given that the probability of retaining these students to fall 2022 is 4.5%, University personnel attempted to contact each student. Of the 226 students, 98 (43.4%) were Black (non-Hispanic), while 107 (47.3%) were White (non-Hispanic). Nearly one-third (72 or 32.0%) of the 226 students had a financial hold on their accounts, preventing them from registering for spring 2022. An additional 13 (5.8%) students noted that they either had to work to save money or could not return due to financial issues. University personnel worked with students as much as possible to enroll them for spring 2022. Many students had their course load adjusted due to work or family obligations, with all of them being advised to seek assistance as needed throughout the spring semester. As of this writing, 89 (39.4%) of the 226 students were registered for spring.



What did you learn about the student experience at your institution? (Please be specific and share disaggregated data in support of your findings.) (300 words max, excluding entries in the above chart).

The enrollment management consultants found that students in the enrollment funnel often received confusing or inconsistent messages about the next steps to complete. Also, there is limited time to advise students during the onboarding process and too many manual processes. Further, advising is inconsistent, with some faculty advisors noting that they had not been trained prior to receiving a case load. In addition, faculty do not have access to data related to early alert and interventions.

Through an environmental scan and ATD sensemaking, LSU Eunice personnel examined data from three empirical studies:

- The [overall success rates in the top eleven most enrolled courses in AY 2020-2021](#). These courses included developmental and general education English composition and mathematics, along with speech, history, study strategies, biology, and psychology.
- A longitudinal examination of [student success rates by academic year for all students](#) from AY 2010-2011 through AY 2020-2021.
- The [fall to fall retention rates for new first-time students](#) from fall 2010 through fall 2020.

The three studies taken together indicated that equity gaps existed when the data was broken out by various demographic groups. For example, the data indicated that Pell recipients, first-time students, Black (non-Hispanic), and Pathways to Success students (needing remediation in all subjects) were underperforming when compared to the overall course success rates, some by as much as 11.6 percentage points. In addition, the percentage of students earning zero credits (a GPA = 0.00) increased from 10.9% in fall 2010 to 19.1% in fall 2021. These students were made up of Black (non-Hispanic), Pell Grant recipient, Pathways to Success students and had a low probability of being retained.

Very simply, LSU Eunice personnel found that many of the student onboarding processes were outdated, that advising needed attention, and that several demographic groups that are not being well supported.

Section 4: Your Student Success Vision (50 words max)

This draft of the student success vision was reviewed by the Academic Council on January 20, 2022. It was endorsed by the Faculty Senate on January 24, 2022, by the Student Government Association on January 27, 2022, and by the Staff Senate on January 27, 2022.

LSU Eunice promotes student success by enabling students to realize their academic and career goals. This is accomplished by providing quality programs and services in a student-centered culture with holistic support in a diverse, equitable environment of care and respect.



Section 5: Your Action Plan Priority Goals

Priority Goal 1: LSU Eunice seeks to increase success and retention of new first-time students.

Rationale:

1. A ten-year longitudinal study on
 - a. course success rates (A, B, or C only) indicated that the success rate for AY 2020-2021 = 72.0% was below the overall of 74.2% for AY 2010-2011 through AY 2019-2020.
 - b. the retention of new first-time students revealed that retention decreased from 48.9% from fall 2010-fall 2011 to 45.8% from fall 2020-fall 2021. The retention for new first-time students of 45.8% from fall 2020-fall 2021 was below the overall ten-year longitudinal value of 49.6%.
2. New first-time students had 63% success rate; this was 4.9 percentage points below the overall of 67.9% for the ten years studied.
 - a. Examining fall only data from fall 2010 through fall 2021, the percentage of the new students earning a GPA = 0.00 in their first semester increased
 - i. 75.2% from 10.9% (n = 92 out of 847) in fall 2010 to 19.1% (n = 147 out of 768) in fall 2021.
 - ii. 124.7% from 8.5% (n = 68 out of 801) in fall 2017 to 19.1% (n = 147 out of 768) in fall 2021.
 - b. For fall 2021, demographic data for the 147 new first-time students earning a 0.00 GPA indicated that
 - i. 62 (42.2%) were Black (non-Hispanic), while 74 (50.3%) were White (non-Hispanic)
 - ii. 83 (56.5%) were Pell Grant Recipients
 - iii. 94 (63.9%) were assumed to be “college ready,” having an ACT Composite score ≥ 18 .
 - c. Longitudinal data indicates that the probability of retaining students earning a 0.00 in their first fall semester is 4.5%.

Institutional Strengths:

1. The commitment to increase student success is related to LSU Eunice’s strategic goal number two: “To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to: (2) strengthen student success.”
2. The need for strategic change is recognized and supported, given the data on retention and student success. The strategic planning and enrollment consultant initiatives were implemented prior to LSU Eunice becoming an ATD institution.
3. The move toward reorganizing existing support services and creating a new, re-imagined Integrated Learning Center in the library began in October 2021.
4. Commitment to close equity gaps given current data.



Priority Goal 2: LSU Eunice seeks to increase access to and better prepare students for high demand, high wage jobs in the digital economy.

Rationale:

1. Provide opportunities to increase educational attainment and decrease poverty region. As of July 1, 2021, the United States Census Bureau estimated that

Metric	Acadia Parish	Evangeline Parish	St. Landry Parish
Percent poverty	20.7%	24.5%	22.6%
Median Income	\$43,396	\$31,965	\$36,403

Note: The LSU Eunice Main Campus resides in Acadia Parish. The St. Landry Parish line is less than one-half of a mile from campus.

2. Increase members of the community with postsecondary credentials. As of July 1, 2021, the United States Census Bureau estimated that 13.3% of those age 25 or older had a bachelor’s degree in Acadia Parish. Estimates are 11.6% for Evangeline Parish and 14.8% for St. Landry Parish.
3. Increase underrepresented ethnicities in higher education. The United States Census Bureau estimated the following compared to actual numbers at LSU Eunice for fall 2021. A weighted mean based on the population for the three Parishes for the Black (non-Hispanic) demographic = 31.2%.

Metric	Acadia Parish	Evangeline Parish	St. Landry Parish	Enrollment LSU Eunice Fall 2021
Percent Black (Non-Hispanic)	18.0%	28.2%	41.5%	28.5%
Percent White (Non-Hispanic)	77.3%	66.5%	54.5%	67.7%

4. LSU Eunice has the commitment to integrate digital technology into existing academic programs to meet evolving employer and workforce needs.
5. The Louisiana Board of Regents is focused on retraining and upgrading skills of adults with the M.J. Foster Promise Program awarding grants to adult students in need. Students will qualify for financial support to earn credentials that align to high-demand jobs in growing industry sectors, such as construction, healthcare, information technology, manufacturing, transportation, and logistics.
6. LSU Eunice has the commitment to implement new academic programs or create additional non-credit opportunities to prepare the community for the future digital economy.



Institutional Strengths:

1. Providing access to higher education is strategic goal number one: “To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to: (1) ensure student access.”
2. Developing partnerships is related to LSU Eunice’s strategic goal number three: “To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to: (3) expand partnerships.”
3. LSU Eunice offers instruction online, at three main face-to-face sites, and at numerous high school dual enrollment sites.
4. LSU Eunice employs a well-qualified faculty.
5. Courses are offered as face-to-face and online in 16-week, 8-week, 4-week, and 2-week formats.
6. Enrollment Management personnel have been working with a consultant—the SWIM Digital Media Group—to examine the processes, organizational structure, and communications related to student onboarding and retention.
7. LSU Eunice leaders and faculty/staff are committed to enact strategic change.
8. Existing high quality education programs range from nursing and allied health to liberal arts and sciences.
9. Strong industry-based partnerships already exist.
10. LSU Eunice is focusing on industry-based credentials. During AY 2020-2021, LSU Eunice’s Office of Workforce Development and Continuing Education increased industry-based credentials from 6 to 49.

Optional: Provide a visual representation to demonstrate how your strategies, interventions and activities work together to achieve your student success, priority goals and vision.

LSUE

Student Success Vision Statement

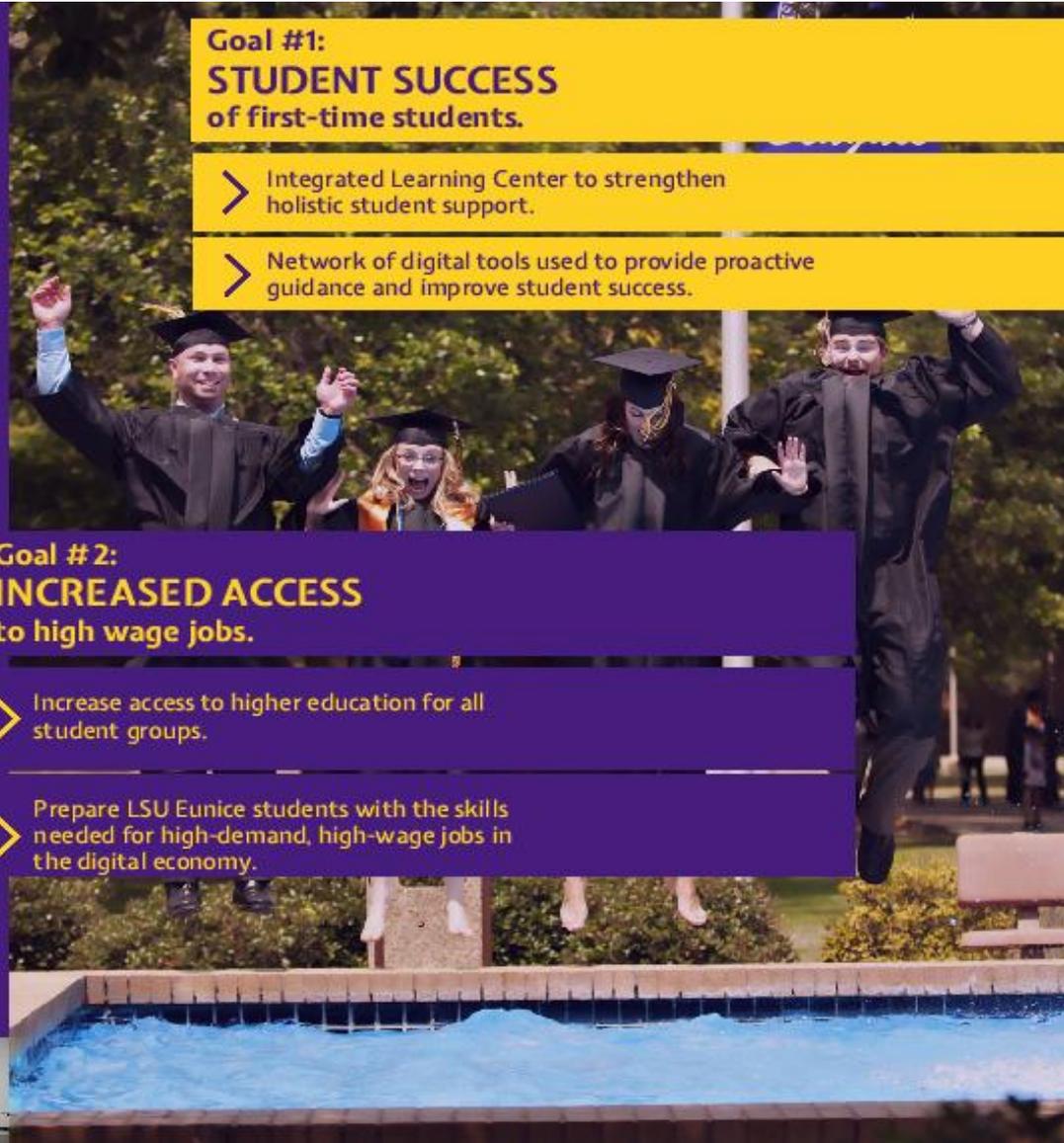
LSU Eunice promotes student success by enabling students to realize their academic and career goals. This is accomplished by providing quality programs and services in a student-centered culture with holistic support in a diverse, equitable environment of care and respect.

Goal #1: STUDENT SUCCESS of first-time students.

- Integrated Learning Center to strengthen holistic student support.
- Network of digital tools used to provide proactive guidance and improve student success.

Goal #2: INCREASED ACCESS to high wage jobs.

- Increase access to higher education for all student groups.
- Prepare LSU Eunice students with the skills needed for high-demand, high-wage jobs in the digital economy.



Section 6: Your Detailed Action Plan

Priority Goal 1: LSU Eunice seeks to increase success and retention of new first-time students.

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress) Baseline: -- (Year) End target: -- (Year)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them
<p>1A. Create an Integrated Learning Center to strengthen holistic student support.</p>	<p>Create a multidisciplinary, cross-functional, Integrated Learning Center Committee (ILCC) charged to make recommendations on the delivery of holistic student support services offered through the Integrated Learning Center (ILC). Complete by 3/1/22.</p> <p>The ILCC will collect student, faculty, and staff input (surveys, focus groups) to assess ease of access to</p>	<p>Spring 2022 Move the Integrated Learning Center (ILC) to the library and begin operation with traditional services.</p> <p>Summer 2022 Pilot ILC services depending on ILCC recommendations. Tentative services are academic advising, tutoring, and disability services.</p> <p>Fall 2022: Continue piloting services, noting that services in fall</p>	<p>Spring 2022 Perform advising, tutoring, and disability services in the traditional manner. Gather data as recommended.</p> <p>Summer 2022 Pilot ILC with the following tentative services:</p> <p><u>Advising:</u> All approximately 200 new students and students with less than 12 credit hours completed. Includes 10 faculty members. (Students with 12 or more credit hours completed are</p>	<p><u>Increase Noel Levitz (NL) Student Satisfaction Surveys Academic Advising</u> <u>Baseline</u> = 5.594 (for LSUE AY 20-21 IE Obj 1.2 in Academic Affairs) <u>Target Spring 2023</u> = 5.664 (mean of baseline and 2024's value) <u>Target Spring 2024</u> = National average = 5.734 in AY 20-21 or a 6.00 "satisfied" on 7-point Liker Scale</p> <p><u>Tutoring</u> <u>Baseline</u> = 6.24 (for LSUE in AY 20-21 Obj 1.1 in Student Success)</p>	<p>Existing faculty and staff to serve on the ILCC, existing ILC Staff, HR (filing vacant lines), professional development for faculty and staff on new procedures.</p> <p>Unknown if a new database will be needed (ILCC may recommend).</p> <p>Current space is adequate, and few capital projects are expected.</p> <p>Existing staff lines are available in the ILC, so no new funds are anticipated unless</p>	<p>Determining the type of services and the most effective delivery of services to meet face-to-face and online student needs.</p> <p>Services need to include online students and a way to target them to increase success.</p> <p>Students utilizing the services offered. In the past, the student initiated all actions. It is assumed that this needs to be shifted to LSU Eunice personnel reaching out to students.</p> <p>Determining the data needed and the best method to collect it.</p> <p>Strategies include initially working with students, the ILCC, and the current ILC staff to determine services needed. For</p>

	<p>academic and non-academic supports; preferred times for access; awareness of existing supports; and potential gaps in current services provided to students. The ILCC will also define and recommend actions to take related to digital literacy. Finally, the ILCC will recommend data to be collected. Completed by 4/15/22.</p> <p>Current ILC personnel will create a baseline of the supports students are currently accessing and patterns of highest demand 2/1/22 - 5/15/22.</p> <p>ILCC to deliver plan of needed supports, staffing, data needed, and information related to digital</p>	<p>2022 may be expanded depending on the ILCC report and logistics such as hiring during summer 2022.</p> <p>Spring 2023: Full implementation with academic advising, tutoring, and disability services. Other services may be made available at this time, depending on the ILCC report.</p>	<p>assigned to faculty advisors.)</p> <p><u>Tutoring:</u> Target approximately 300 students enrolled in and 12 faculty teaching English and mathematics courses.</p> <p><u>Disability Services:</u> Approximately 25 students.</p> <p>Fall 2022: Continue pilot implementation for the ILC. Tentative services and participation:</p> <p><u>Advising:</u> Approximately 1,900 new students and students with less than 12 credit hours completed. Includes approximately 20 faculty members.</p> <p><u>Tutoring:</u> Target 1,016 new first-time students and 250 students in the Pathways program requiring developmental courses in all</p>	<p><u>Target spring 2023</u> = current value of 6.24 <u>Target spring 2024</u> > 6.24 or national average = 6.05 on a 7-point Likert Scale</p> <p><u>Disability Services Baseline</u>--(no data available) <u>Target spring 2023 and 2024</u> = "satisfied" (note that questions will either need to be added to the NL Survey or LSUE personnel will need to create an internal survey)</p> <p>Increase Student Success Rates (A, B, and C only) <u>Baseline</u> = 72.0% from all students AY 20-21 <u>Target spring 2023</u> = 73.1% (mean of AY 20-21 and overall) <u>Target spring 2024</u> = 74.2% (overall from AY 10-11 through AY 20-21)</p> <p>Increase Student Success New First-Time Students (A, B, or C only) <u>Baseline</u> = 63.0% from AY 20-21</p>	<p>recommended by the ILCC.</p>	<p>the data, involve Institutional Research (IR) and Institutional Effectiveness (IE). For student usage, services offered, and their availability need to be communicated. A method needs to be developed to reach out to students instead of waiting for them to go to the ILC.</p>
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	<p>literacy to the ATD Core Team and Cabinet by 5/15/22.</p> <p>LSU Eunice Administration will address staffing issues based on the ILCC report, create, or alter job descriptions, and have any new staff hired to begin on 7/1/22.</p> <p>The ILCC and existing ILC personnel will create a professional development plan for faculty/staff to align with the planned ILC by 8/15/22.</p> <p>Implement recommended changes at the ILC with the beginning of fall 2022 on 8/22/22.</p> <p>ILC staff will provide a report on data collected to include data on</p>		<p>subjects (note that no students will be turned away). Includes 54 faculty members.</p> <p>Disability Services: 75 students</p> <p>Spring 2023: Full Implementation with exact services determined by the ILCC and ILC staff.</p> <p><u>Academic Advising:</u> Approximately 1,800 new students and students with less than 12 credit hours completed. Includes approximately 20 faculty members.</p> <p><u>Tutoring:</u> Provide tutoring for 4,000 students as required, focusing on new first-time students, returning first-year students, and students in the Pathways program requiring developmental courses in all subjects (note that no students will be turned away).</p>	<p><u>Target spring 2023</u> = 65.4% (mean of baseline and overall) <u>Target spring 2024</u> = 67.9 (from overall AY 10-11 through AY 19-20)</p> <p>Increase Fall to Fall New First-Time Student Retention <u>Baseline</u> = 45.8% from fall 20 to fall 21 <u>Target spring 2023</u> = 47.7% (mean of baseline and overall) <u>Target spring 2024</u> = 49.6% (overall fall 10 to fall 11 through fall 19 to fall 20)</p> <p>Decrease the Percentage of New First-Time Students Earning a First Semester GPA = 0.00 <u>Baseline</u> = 19.1% from fall 2021 <u>Target fall 2022</u> = 15.7% (mean of baseline and overall) <u>Target fall 2023</u> = 12.3% (overall from fall 10 through fall 20)</p> <p>Decrease the Percentage of New First-Time Students</p>		
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	<p>equity for fall 2022 by 12/16/22.</p> <p>ILCC and ILC review preliminary data collected from fall 2022 and make written recommendations for improvement by 3/1/23.</p> <p>ILC reports spring 2023 data by 5/26/23.</p> <p>ILCC and ILC review data for AY 2022-2023 by 9/15/23 and offers written recommendations for improvement by 10/15/23.</p> <p>Beginning with the AY 2023-2024, data will be reviewed by the ILCC, ILC, and Office of Institutional Effectiveness (IE) based on the IE assessment cycle. This usually takes place at the end of the spring semester through</p>		<p><u>Disability Services:</u> Serve approximately 85 students based on enrollment growth projections.</p> <p>Other services will be determined by the ILCC.</p>	<p>Earning a First Semester GPA \leq 1.00 <u>Baseline</u> = 28.6% from fall 2021 <u>Target fall 2022</u> = 24.4% (mean of baseline and overall) <u>Target fall 2023</u> = 20.1% (from fall 10 to fall 20 overall)</p> <p>Percentage of New First-Time Students Earning $1.00 < \text{GPA} \leq 2.00$ in the First Semester <u>Baseline</u> = 16.4% from fall 2021 <u>Target fall 2022</u> < 16.4% (from fall 10 to fall 20 overall) <u>Target fall 2023</u> < fall 2022 value</p> <p>Increase the success of Black (non-Hispanic) Students (largest marginalized population) <u>Baseline</u> = 57.2% from AY 20-21 <u>Target AY 22-23</u> = 60.4% (mean of baseline and overall) <u>Target AY 23-24</u> = 63.5% (from overall AY 10-11 through AY 19-20)</p>		
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	the month of September.			<p>Increase the Success of Pell Grant Recipients <u>Baseline</u> = 66.4% from AY 20-21 <u>Target AY 22-23</u> = 68.3% (mean of AY 20-21 and overall) <u>Target AY 23-24</u> = 70.2% (from overall AY 10-11 through AY 19-20)</p>		
1B. Create a coordinated network of digital tools used to provide proactive guidance and improve student success.	<p>Phase I: Install core EAB Navigate system features, such as establishing permissions and the login directory. Upon completion, the communications and scheduling modules for academic advising appointments will become available to new first-time students by the end of April 2022.</p> <p>Phase II: Add functional use of communications and scheduling for academic advising, tutoring, disability services, and financial aid for all</p>	<p>By the end of April 2022 Implement EAB Navigate features to new first-time students only.</p> <p>By the end of fall 2023 Implement EAB Navigate features to all students. The exact date will depend on staff training, student training, and workflow with EAB Navigate and Information Technology.</p>	<p>By the end of April 2022 Implement communications and scheduling to approximately 1,016 new first-time students and about 55 of the 110 full-time faculty/staff.</p> <p>By the end of fall 2023: Phase II: Implement additional services during fall 2022 to all 4,000 students and 226 full and part-time faculty/staff.</p>	<p>Because the EAB Navigate system is new, no baseline data exists. Frequency data will be gathered for communications: general announcements, Academic advising, Financial aid, Disability services, Tutoring, and notifications beginning summer 2022. <u>Baseline</u> = no data available <u>Target AY 22-23 examined at the end of spring 2023</u> = will vary by service <u>Target AY 23-24 examined at the end of spring 2024</u> > usage from spring 2023</p>	<p>Funding for the platform is available.</p> <p>EAB Navigate on-boarding LSU Eunice personnel</p> <p>LSU Eunice Information Technology (IT) personnel, IT analyst, campus leadership, faculty, staff, student leadership, and public relations.</p> <p>Faculty and staff time for professional development and to assist students with learning the system.</p>	<p>All potential issues related to IT, database management integration, and security expect to be resolved sometime in February 2022.</p> <p>Implementation and training will become the key issues at the end of February 2022, dealing with training, use of, and follow-up on the part of the various constituencies. This will require a culture shift on the part of faculty to provide notifications. This will also require the administration to assign personnel to follow up on the reported notifications and log the results.</p> <p>Strategies to accomplish include providing professional development to faculty, staff, and students, providing empirical data on the results, and collaborating on how follow up should occur—whether it be</p>

	<p>students. Access will also be added for notifications for all students, resources, to-dos, and hold notifications through fall 2022.</p> <p>LSU Eunice personnel have also asked for an intake survey to be included; however, the status is unclear as of this writing.</p>			<p>Data will be included in institutional effectiveness spring 2023, with evaluations taking place over summer 2023 to determine appropriate changes for AY 23-24.</p> <p>Notifications and the result will be tracked for AY 22-23. Data will be assessed over summer 2023 to determine what types of changes may need to be made for AY 23-24.</p> <p><u>Baseline</u> = no data available <u>Target AY 22-23 examined at the end of spring 2023</u> = Usage by approximately one-half (113/226) of the full and part-time faculty turning in notifications; ILC following up with faculty. <u>Target AY 23-24 examining data at the end of spring 2024</u> = Approximately three-fourths (170/226) of the full and part-time faculty turning in</p>		<p>new faculty/staff or existing faculty/staff with new job descriptions.</p>
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				<p>notifications; ILC following up with faculty.</p> <p>Increase Student Success Rates (A, B, and C only) <u>Baseline</u> = 72.0% from all students AY 20-21 <u>Target spring 2023</u> = 73.1% (mean of AY 20-21 and overall) <u>Target spring 2024</u> = 74.2% (overall from AY 10-11 through AY 20-21)</p> <p>Increase Student Success New First-Time Students (A, B, or C only) <u>Baseline</u> = 63.0% from AY 20-21 <u>Target spring 2023</u> = 65.4% (mean of baseline and overall) <u>Target spring 2024</u> = 67.9 (overall from AY 10-11 through AY 19-20)</p> <p>Decrease the Percentage of New First-Time Students Earning a First Semester GPA = 0.00 <u>Baseline</u> = 19.1% from fall 2021</p>	
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				<p><u>Target fall 2022</u> = 15.7% (mean of baseline and overall) <u>Target fall 2023</u> = 12.3% (overall from fall 10 through fall 20)</p> <p>Decrease the Percentage of New First-Time Students Earning a First Semester GPA ≤ 1.00 <u>Baseline</u> = 28.6% from fall 2021 <u>Target fall 2022</u> = 24.4% (mean of baseline and overall) <u>Target fall 2023</u> = 20.1% (from fall 10 to fall 20 overall)</p> <p>Percentage of New First-Time Students Earning 1.00 < GPA ≤ 2.00 in the First Semester <u>Baseline</u> = 16.4% from fall 2021 <u>Target fall 2022</u> < 16.4% (from fall 10 to fall 20 overall) <u>Target fall 2023</u> < fall 2022 value</p> <p>Increase the success of Black (non-Hispanic) Students (largest marginalized population)</p>	
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				<p><u>Baseline</u> = 57.2% from AY 20-21</p> <p><u>Target AY 22-23</u> = 60.4% (mean of baseline and overall)</p> <p><u>Target AY 23-24</u> = 63.5% (from overall AY 10-11 through AY 19-20)</p> <p>Increase the Success of Pell Grant Recipients</p> <p><u>Baseline</u> = 66.4% from AY 20-21</p> <p><u>Target AY 22-23</u> = 68.3% (mean of AY 20-21 and overall)</p> <p><u>Target AY 23-24</u> = 70.2% (from overall AY 10-11 through AY 19-20).</p>	
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Priority Goal 2: LSU Eunice seeks to increase access to and better prepare students for high demand high wage jobs in the digital economy.

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress) <i>Baseline: -- (Year)</i> <i>End target: -- (Year)</i>	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them
<p>2A. Increase access to higher education for all student groups (new first-time students, continuing students, transfer students, marginalized students, students from low socioeconomic backgrounds, adult students, etc.)</p>	<p>Create an adult student (age = 21+) recruiting and enrollment report in August 2021 and update by 2/15/22.</p> <p>Create an adult student recruiting and enrollment plan by 2/28/22.</p> <p>Create adult student recruitment materials and website by 3/30/22.</p> <p>Create an enrollment funnel dashboard for all students to match data to objective</p>	<p>Summer and Fall 2022 Enrollment Management initiatives and targets are being developed in collaboration with SWIM Digital Media (consultants).</p> <p>Summer and Fall 2022 Academic advising with continuing students will be completed using traditional email, then change to EAB Navigate as fall 2022 concludes.</p>	<p>By 2/28/22: Adult enrollment report completed in August 2021 with recruiting plan for 300-400 students.</p> <p>By 3/1/22: Dashboard created.</p> <p>By 3/15/22: Four to five student Personas created.</p> <p>By 6/1/22: Communication plan documented and deployed.</p> <p>From 4/1/22 to 8/29/22: Increase in eligible applicants to register affecting all students in the application pool (n = 7,236).</p>	<p>A desired enrollment target set by SWIM Digital Media Group in collaboration with LSU Eunice administration = 4,000 students representing a 32.3% increase in enrollment (mostly from untapped markets). Distribution is below.</p> <p>Adult Students: <u>Baseline</u> = 349 <u>Target fall 2022</u> = 367 <u>Target fall 2023</u> > 367</p> <p>New Students: <u>Baseline</u> = 768 from fall 2021 <u>Target fall 2022</u> = 1,016 <u>Target fall 2023</u> > 1,016</p>	<p>Radius Platform used for enrollment funnel (currently exists).</p> <p>Radius training for communication plan development (in progress).</p> <p>EAB Navigate for communication and scheduling with advisors (in progress).</p> <p>Recruiters, enrollment management team, testing center, new student advisors, academic deans, faculty advisors for new and continuing students.</p>	<p>Application costs to students, training on Radius and EAB Navigate, student status with financial aid, obtaining transcripts for students transferring in.</p> <p>Faculty and staff resources to serve the planned increase. Classroom space is available.</p> <p>Strategies to overcome include increased communication with all students, faculty, and staff.</p> <p>In addition, improved communication between enrollment management and academic affairs, including discussing the availability of courses at bi-weekly enrollment management meetings.</p> <p>Hiring additional faculty and staff as needed to</p>

	<p>benchmarking by 3/1/22.</p> <p>Create student personas to represent the prospective students as a tool for marketing by 3/15/22.</p> <p>Automate communication plans based on certain triggers and implement by 6/1/22.</p> <p>Convert applications to active status to increase pool of applicants eligible to register by 3/1/22-8/22/22 (ongoing after 3/1/22).</p> <p>Marketing—both print and online—along with aired commercials targeting summer and fall 2022 enrollment 3/15/22-7/30/22.</p> <p>Streamline advising,</p>		<p>From 3/15/22 to 6/15/22: Production of marketing documents as they are completed.</p> <p>From 3/30/22 to 8/29/22: Changing and documenting orientation and advising (piloted for spring 2022). Estimate for fall 2022 is 1,000 students.</p> <p>Fall 2022: Document continuing student advising using EAB Navigate (n = 1,727 in fall 2022).</p> <p>Spring 2023 Increase marginalized enrollment by adjusting LSU Eunice registration processes to eliminate closed classes that appear during “early” registration.</p>	<p>Transfer in: <u>Baseline</u> = 232 from fall 2021 <u>Target fall 2022</u> = 307 <u>Target fall 2023</u> > 307</p> <p>Reentry: <u>Baseline</u> = 130 from fall 2021 <u>Target fall 2022</u> = 172 <u>Target fall 2023</u> > 172</p> <p>Continuing: <u>Baseline</u> = 1,305 from fall 2021 <u>Target fall 2022</u> = 1,727 <u>Target fall 2023</u> > 1,727</p> <p>Dual Enrollment: <u>Baseline</u> = 588 from fall 2021 <u>Target fall 2022</u> = 600 <u>Target fall 2023</u> ≥ 600</p> <p>Total Enrollment: <u>Baseline</u> = 3,023 from fall 2021 <u>Target fall 2022</u> = 4,000 <u>Target fall 2023</u> > 4,000</p> <p>Increase the marginalized student population (defined as the percentage of</p>		<p>accommodate enrollment increases.</p>
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	<p>registration, and orientation for new, transfer, & re-entry (NTR) students (3/30/22-8/29/22).</p> <p>Improve academic advising by selecting faculty advisors wishing to be trained for continuing students by 3/15/22.</p> <p>Conduct academic advising for continuing students using regular email from 3/15/22 to 8/29/22).</p> <p>Use EAB Navigate to assist with advising of continuing students by the end of fall 2022.</p> <p>Increase the enrollment of marginalized populations by spring 2023.</p>			<p>Black (non-Hispanic students): <u>Baseline</u> = 28.5% of student body in fall 2021 <u>Target for fall 2022</u> = 29.5% <u>Target for fall 2023</u> = 30.5% Rationale for incremental change is that the average Black (non-Hispanic) population in the tri-parish area is 31.2%.</p> <p>Frequency data will be gathered for communications and scheduling for academic advising. <u>Baseline</u> = no data available as the system has not yet been implemented and the number of emails were not tabulated. <u>Target fall 2022 (and AY 22-23)</u> = will vary by faculty and division. <u>Target for fall 2023 (and AY 23-24)</u> > than frequencies from fall 2022 and AY 22-23.</p>		
2B. Prepare LSU Eunice students with the skills	Industry Based Credentials (IBCs)	AY 20-21 IBCs were made available to the	AY 19-20 Six IBCs were taken and completed.	AY 19-20 Six IBCs completed	Ed2Go online (provider of IBC training).	Expand students obtaining IBCs specifically related to digital literacy or the digital economy

<p>needed for high demand, high wage jobs in the digital economy.</p>	<p>IBCs are delivered through online learning by the Office of Workforce Innovation and Continuing Education (WICE) and are meant to increase access to all high demand, high wage jobs on an ongoing basis.</p> <p>The Office of WICE will begin offering IBCs related to Artificial Intelligence, Cybersecurity, and Web Applications by 3/30/22.</p>	<p>public. The IBCs offered related to all subjects, from art and design to information technology and trades, energy, and transportation.</p> <p>February 2022 Create websites for IBCs on Artificial Intelligence, Cybersecurity, and Web Applications.</p> <p>March 2022 New IBCs will be offered to student Career and Technical Students in the high schools of 18 Parishes.</p> <p>April 2022 Work with Acadiana Workforce Commission to offer IBCs to the adult population of Acadiana Region.</p> <p>May 2022 - May 2024 Continue marketing with website, 18 parish</p>	<p>AY 20-21 105 IBCs were taken and completed.</p> <p>AY 21-22 It is estimated that 116 IBCs will be completed by members from the public and high school students.</p> <p>3/1/22-6/30/22: Target 40 students from 18 parishes and 25 adult students from the Acadiana Region to complete IBCs either in one of the traditional or one of the new technology related IBCs.</p> <p>AY 22-23: Continue offering traditional and new technology related IBCs to the public and high schools. Strategies may be adjusted to respond to market demand and high school need.</p> <p>AY 23-24:</p>	<p><u>Baseline</u> = 6 IBCs completed <u>Target for AY 20-21</u> = 7 (10% over AY 19-20)</p> <p>AY 20-21 105 IBCs completed, exceeding the benchmark of 7 from AY 19-20 <u>Baseline</u> = 105 IBCs completed <u>Target for AY 21-22</u> = 116 (10% over AY 20-21)</p> <p>AY 21-22 On track to complete 116 IBCs. <u>Baseline</u> = 116 <u>Target for AY 22-23</u> = 128 (10% above AY 21-22)</p> <p>AY 22-23 <u>Baseline</u> = 128 (based on AY 21-22) <u>Target</u> = 141 (10% over AY 22-23) Collect data on which IBCs are being completed.</p> <p>AY 23-24 <u>Baseline</u> = 141 (based on AY 22-23) <u>Target</u> = 155 (10% over AY 23-24)</p>	<p>Public Relations for marketing; Office of WICE personnel to assist students as needed; funding to reduce tuition costs to students.</p>	<p>(students choose based on their interests).</p> <p>Increase enrollment to attain numbers beyond those stated in the targets for column 5.</p> <p>Identify additional funding sources to assist with tuition cost.</p> <p>Strategies to market the new offerings are to create additional websites, notify institutional partners of their availability via email, and create flyers or gift items to hand out at local events.</p> <p>Targeting Career and Technical Education students in the local high schools is currently underway.</p> <p>Financial resources are available through the high schools' Supplemental Governmental Assistance (SGA) funds</p> <p>Financial resources for the general population are available through Acadiana Workforce Solutions.</p> <p>Financial resources for adults residing in Louisiana over the age of 21 are also available through Louisiana's M.J. Foster Promise Program. The program</p>
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		high schools, and the Acadiana Workforce Commission. Adjust partners as required.	Continue offering traditional and new technology related IBCs to the public and high schools. Strategies may be adjusted to respond to market demand and high school need.	Collect data on which IBCs are being completed.		will provide aid for students to earn credentials in high-demand industries such as construction, healthcare, information technology, manufacturing, and transportation/logistics. The M.J. Foster Promise Program will be administered by the Board of Regents through the Louisiana Office of Student Financial Assistance (LOSFA). Students will be able to participate beginning in July 2022.
2C. Increase access and provide new and technologically advanced training in agriculture through workforce training pathways combined with hands-on, work-based experiential training experiences to grow Louisiana's agriculture workforce.	<p>The Associate of Science in Agriculture (AG) Program is offered for the first time, accepting 19 students declaring the major in August 2021</p> <p>Acquire mobile classroom, laptops, drones, program manager, and program coordinator during 3/1/22-8/22/22</p> <p>Begin working with Acadiana Veteran Alliance, displaced oil workers, and local</p>	<p>Fall 2022 Implement Sustaining Future Farms in Louisiana Program within the AG program.</p> <p>While the Sustaining Future Farms in Louisiana Program is open for all students, it targets dual enrollment high school students, regular students, and displaced oil worker students for training in the field of Agriculture.</p> <p>Students may take a 5–6-month</p>	<p>Spring 2022 Faculty currently exist to teach the AG program.</p> <p>March 2022 – August 2022: Obtain the mobile classroom, computers, and drones, along with hiring a program manager and coordinator.</p> <p>Outreach/marketing to the community and partners is continuous throughout the program.</p> <p>AY 2022-2023</p>	<p>AY 2022-2023 <u>Baseline</u> = 19 Ag students from AY 21-22. <u>Target for AY 22-23</u> = 40 Ag students</p> <p>AY 2023-2024 <u>Baseline</u> = 40 students from AY 22-23 <u>Target for AY 23-24</u> = 60 students</p> <p>Note that the goal of the Sustaining Future Farms in Louisiana Program is the completion of 40 students.</p> <p>The first Associate of Science Degrees in</p>	<p>Existing and additional external partnerships for apprenticeships, equipment (mobile lab, drones, and computers), program manager and coordinator, Academic Affairs and the Registrar for scheduling, Dean and administrative assistants, Division of Arts and Sciences for logistical support (office, class schedule, office computer, etc.), LSU Eunice Maintenance for vehicle servicing, Information Technology for care of the mobile classroom</p>	<p>Challenges include supply chain issues with the mobile classroom and computers. Other challenges are hiring the program manager and coordinator and that there will be eight computer stations in the mobile classroom instead of ten.</p> <p>Strategies to overcome the challenges related to supply chain issues and staff are to specify and order equipment and conduct the search as soon as possible. Both are underway as of 2/10/22.</p> <p>Funding for three years for students to register for AGRI 1001 is included in the grant until fall 2024. Beyond that, students may apply for funding</p>



	<p>high school FFA (Future Farmers of America) chapters for marketing purposes by May 2022.</p> <p>Implement Sustaining Future Farms in Louisiana Program within the AG program on 8/22/22.</p>	<p>program consisting of one for-credit course and choose one concentration from Beginner Cattleman, Master Farmer Program, FAA Drone Certification for Farming, or Lean Six Sigma Yellow Belt. Doing so will allow students to earn a certificate upon completing an apprenticeship. Upon the conclusion of a Job Readiness Workshop, students may seek employment or choose to enroll in LSU Eunice's Associate of Science in Agriculture. After earning the associate degree, students may seek employment or pursue a bachelor's degree from LSU in Agriculture.</p>	<p>40 students participating in both the AG program and Sustaining Future Farms in Louisiana Program.</p> <p>AY 2023-2024 60 students participating in both the AG program and Sustaining Future Farms in Louisiana Program.</p>	<p>Agriculture are expected in fall 2023.</p>	<p>and computers, LSU Agriculture Program for 4-year transfer, Workforce Innovation and Continuing Education for IBCs, and the Louisiana Workforce Commission administrative statistics for state.</p>	<p>through Acadiana Workforce Solutions.</p>
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Section 7: How You Will Approach Sustainability and Continuous Improvement

A. Evaluation Planning:

Note: No data is removed unless it is specifically disclosed in institutional effectiveness (IE) summaries. Data is expected to be collected from all sites and all methodologies unless otherwise noted.

Action Plan Priorities and Evaluation Design					
	Data Collection Sources & Procedures	Analysis Methods	Person(s) Responsible for Collection & Analysis	Due Dates	How Will Data Be Used
Priority goal one	1A. Ruffalo Noel Levitz (RNL) Student Satisfaction Survey—both weighted and raw data are collected from the RNL website, downloaded, then summarized by institutional site/methodology. Student comments are also downloaded. All data is anonymous. Student comments are shared with institutional leadership.	Qualitative data Descriptive: survey electronically sent to students each spring. Results are based on a Likert Scale. Student satisfaction is compared to national and historical benchmarks.	Collection: Kyle Smith Analysis: Paul Fowler	Collection: end of April each year. Analysis: May through October of each year.	Student satisfaction data is integrated into IE annual planning system. The planning system asks for an updated progress report and improvement plan. Data is used to gauge whether students are satisfied and to implement changes to services to increase effectiveness and efficiency.
	1A. Empirical Data including <ul style="list-style-type: none"> Retention Overall student success Student success and GPA Student success and demographic variables <p>Raw data is collected from the student database through reporting software each semester. Data is typically summarized by percentage, with the total n given as a reference.</p>	Descriptive: Data is broken out by frequency and percentage and is compared to historical data.	Collection: Marjana Herring Analysis: Paul Fowler	Success data is analyzed each summer with IE student learning outcome (SLO) data. Retention data is generated just after the census date of each semester.	Data is included in the annual IE planning system. It is used to improve teaching and learning. Success rates by demographic variables are also used to target Integrated Learning Center (ILC) services to specific students.

	<p>1B. Frequency of usage will be collected from EAB Navigate through the reporting feature.</p>	<p>Descriptive: Raw frequencies and respective percentages will be broken out by student service.</p>	<p>Collection: Cassie Jobe Ganucheau and John Hamlin</p> <p>Analysis: Same</p>	<p>Data is collected at the end of each semester and summarized at the end of each academic year.</p>	<p>Frequency data indicates student usage patterns, including time and day. Data will be used to improve services. Notification data and the results from the intake surveys (if available) will be used to examine student needs to determine if additional services are needed or if there are common notification themes acting as barriers.</p>
	<p>1B. Empirical Data including</p> <ul style="list-style-type: none"> • Retention • Overall Student Success • Student Success and GPA • Student success and demographic variables <p>Raw data is collected from the student database through reporting software each semester. Data is typically summarized by percentage, with the total n given as a reference.</p>	<p>Descriptive: Data is broken out by frequency and percentage and is compared to historical data.</p>	<p>Collection: Marjana Herring</p> <p>Analysis: Paul Fowler</p>	<p>Success data is analyzed each summer with IE student learning outcome (SLO) data. Retention data is generated just after the census date of each semester.</p>	<p>Data is included in the annual IE planning system. It is used to improve teaching and learning. Success rates by demographic variables are also used to target Integrated Learning Center (ILC) services to specific students.</p>
<p>Priority goal two</p>	<p>2A. Enrollment data downloaded by IR and summarized by Student Affairs.</p>	<p>Descriptive: Enrollment data for target semesters will be compared to past semesters to determine if targets are met.</p>	<p>Collection: Marjana Herring</p> <p>Analysis: Kyle Smith</p>	<p>The 14th day data (census day) for fall semester is typically analyzed at the conclusion of fall or the beginning of spring.</p>	<p>The data will be used to examine success relative to established targets. The analysis is integrated into the IE planning system, where a progress report and improvement plan are required.</p>

<p>2A. Frequency data from the Radius and EAB Navigate platforms.</p>	<p>Descriptive: Frequency of communications along with the type of communications and scheduling for advising once it becomes available.</p>	<p>Collection: Admissions personnel, Student Affairs, and ILC personnel.</p> <p>Analysis: Same</p>	<p>Data related to fall semesters will be examined after the 14th day (census day) data is finalized.</p> <p>Advising data is typically assessed upon the conclusion of the academic year; however, it can be altered by the administration, if necessary.</p>	<p>Data used to increase enrollment, student satisfaction, and learning. The analysis typically becomes part of the IE planning system, where a progress report and improvement plan are required, even if an objective was met.</p>
<p>2B. Completion of IBCs through the Ed2Go Platform.</p>	<p>Descriptive: Frequency of students completing the IBCs each academic year, along with the name of the IBC.</p>	<p>Collection: Lacye Hamilton</p> <p>Analysis: same</p>	<p>Collection: Data is collected from July 1 through June 30 of each year.</p> <p>Analysis: Data Summaries are completed August through October of each year.</p>	<p>Data used to increase enrollment, student satisfaction, and learning. The analysis typically becomes part of the IE planning system, where a progress report and improvement plan are required, even if an objective was met.</p>
<p>2c. Enrollment, retention, completion of the 5–6-month program, and employment of students in the Agriculture Program.</p> <p>Associate degree completers will be reported if any are earned by spring 2024.</p>	<p>Descriptive: Data is generated from the student database at the conclusion of each academic year.</p>	<p>Collection: Marjana Herring, Agriculture program manager (once hired), John Hamlin</p> <p>Analysis: Paul Fowler</p>	<p>Depending on the data, it is collected at the end of each semester or academic year. Retention data is generated just after the census date of each semester.</p>	<p>Data used to program effectiveness. The analysis typically becomes part of the IE planning system, where a progress report and improvement plan are required, even if an objective was met.</p>



B. Celebrating Success: How will you communicate your progress and celebrate your successes with your colleagues? (*100 words max*)

Successes will be shared with campus constituencies via email through the Public Relations Office. In addition, individual faculty/staff members may conduct short lunch-time discussions. Successes will also be presented at the fall and spring convocations. Finally, successes will be shared with institutional partners and the public, when appropriate, through press releases.

C. Sustainability and Continuous Improvement: Other than communicating and celebrating success, how will you sustain and improve the work outlined in the Action Plan? (*200 words max*)

As noted above, strategic planning began in spring 2020, and SWIM Digital Media began reviewing all recruiting and enrollment processes in late 2020, both prior to LSU Eunice being notified that it became an Achieving the Dream institution. The action plan described above is being implemented in the broader scope of strategic planning efforts, bringing faculty, staff, and administration together to set the direction for LSU Eunice's future—branded "Onward LSUE." As a result, this plan will be integrated into the strategic plan as an effort to increase enrollment, student success, and retention.

Continuous improvement is required for accreditation and is already embedded in LSU Eunice's IE planning system. As a result, the plan discussed here will become a part of the IE planning system. The IE planning system requires annual progress reports on several student success metrics, including specific student learning outcomes for each program. In addition, the IE planning system also asks for an improvement plan for each outcome, whether met or not. The IE documents are then reviewed by the Director of Institutional Effectiveness annually, and objectives are rejected if they do not meet accreditation standards. Finally, LSU Eunice is currently in a reaffirmation cycle, and continuous improvement is integral to continued accreditation.