



April 25, 2025

Compiled by Paul Fowler (pfowler@lsue.edu)

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About this Document

This document is compiled each year to demonstrate compliance related to the Southern Association of College and Schools Commission on Colleges (SACSCOC) Principles of Accreditation Institutional Effectiveness (IE) Standards. It details the annual process of institutional effectiveness, the effort to increasing student learning, 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 VIII](#) and [Section IX](#) 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 2023-2024 is an abbreviated IE document in that some of the steps, namely steps I through VIII, were delayed due to work associated with LSU Eunice's reaffirmation (see the [Table of Contents](#)). Every five years or so, the 18 to 24-month process of preparing documents for SACSCOC leads to the Office of Institutional Effectiveness and Accreditation falling behind on IE by several months creating an impossible situation to catch back up. Given the situation, the Office of Institutional Effectiveness and Accreditation focuses on assessing all academic programs, survey data, and some general education outcomes.

The details for each department's Assessment Plan Objectives and Goals and how they relate to the Strategic Goals are contained in [Section VIII](#). 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 goal.

[Section IX](#) details all of the General Education Outcomes, especially those for English and mathematics given that they are the focus of the SACSCOC Quality Enhancement Plan. A new section, [Section X](#) Digital Skills, was added in accordance with grant requirements for Achieving the Dream. For [Section X](#), the digital skills were not assessed for AY 2023-2024; the assessment begins in AY 2024-2025.

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

April 25, 2025

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I. Chancellor's Cabinet Partial Meeting Minutes

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

II. Supplemental Information Provided to Cabinet on Institutional Effectiveness Outcomes that were not Met or Delayed

Louisiana State University at Eunice Office of Institutional Effectiveness and Accreditation Objectives Not Met AY 2023-2024		
Department	Number	Notes
Academic Affairs	3.3	Operational Plan New first-time full-time associate degree seeking fa 22 to fa 23 retention (52.1% < 55.1%)
Academic Affairs	3.6	All new first-time fa 22 to fa 23 retention (48.3% < 49.0%)
Academic Affairs	3.7	New first-time Pathways fa 23 to sp 24 retention (57.9% < 74.6%)
Academic Affairs	3.8	New first-time Pathways fa 22 to fa 23 retention (38.2% < 44.7%)
AGS	3.2	New first-time AGS fa 22 to fa 23 retention (37.5% < 42.3%)
Arts & Sciences	GE 2.21a	MATH 1029 SLO benchmark not met (59% < 70% with n = 2)
Arts & Sciences	GE 1.13	Gen Ed ENGL after Dev Ed ENGL (Student entering AY 2018-2019 earning an A, B, C, or D in ENGL 1001 was 58.5% < 77.5% NCES benchmark)
Arts & Sciences	GE 2.21	All College Algebra courses success rate 41.2% < 57.8% and SLOs at 69% < 73% with n = 1,783
Arts & Sciences	GE 2.26	MATH 1431 Calculus with Business and Economic Applications (SLOs were 63% < 70% with n = 60)
Arts & Sciences	GE 2.27	MATH 1550 Analytic Geometry Calculus I (SLOs were 69% < 70% w n = 32)
Arts & Sciences	GE 2.34	CHEM 1001 Chemistry I (SLO at 59% < 70%)
ASLT	4.2	New first-time student fa 22 to fa 23 retention (36.4% < 49.5% with n = 11)
Bookstore	1.1	Faculty survey below agree (2.5 [disagree-neutral] < 4.00 [agree] w n = 31)
Bookstore	1.2	Student survey below satisfied on national survey (5.73 [somewhat satisfied-satisfied] < 6.00 [satisfied] with n = 249)
Finance	2.1	Budget Review: Faculty survey below historical value (1.7 [disagree] < 3.6 [neutral-agree] with n = 31)
Financial Aid	1.1	Awards < historical mean & national average (5.54 [somewhat satisfied-satisfied] < 5.601 [historical mean somewhat satisfied -satisfied] and 6.00 [agree])
Human Resources	1.2	Faculty satisfaction with search procedures (2.5 [disagree to neutral] < 4.00 [agree])
Human Resources	1.3	Staff satisfaction with search procedures (3.5 [neutral to agree] < 4.00 [agree])
Management (AAS)	7.3	Placement Rates upon graduation (44.44% < 50.62%)
Purchasing	1.1	Faculty satisfaction survey below satisfied (2.9 [neutral] < 4.00 [agree])
Purchasing	1.2	Staff satisfaction survey below satisfied (3.9 < 4.00 [agree])
Univ Adv/Foundation	2.1	Resources of \$549,986 < \$1,260,276 below expectations based on benchmark
Total number of outcomes = 207; Total number of outcomes not met = 23 (11.11%) .		

Louisiana State University at Eunice
Office of Institutional Effectiveness and Accreditation
Objectives Delayed AY 2023-2024¹

Department	Objective Number	Topic Summary	Reason
AA/EEO	1.2	AA/EEO 23-24 Training on AA/EEO to faculty & staff	Vacancy
AA/EEO	1.1	AA/EEO 23-24 Completion of Annual Affirmative Action Plan	Vacancy
Academic Advising	1.1	ACAD 23-24 Create a more structured advisor training program	Investigating needed changes
Accounting Technology, Account Clerk (CTS)	2.2	ATC 23-24 (CTS) Placement	n = 3, but none could be contacted
Administrative Technology Specialist (CTS)	3.2	ATS 23-24 (CTS) Placement	n = 0 graduating su 22 - sp 23
Administrative Technology Specialist (CTS)	3.1	ATS 23-24 (CTS) Professional Competency	n = 1 no data collected
Agriculture (AS)	1.1	AG 23-24 (AS) Program Competency using Peregrine Academic	n = 1 no data collected
ASLT	4.1	ASLT 23-24 Professional Competency using Peregrine Academic	n = 1 out of 7 graduates took Peregrine GE exam
Chemical Technician (CTS)	7.2	CCHT 23-24 (CTS) Placement	n = 0 graduating su 22 - sp 23
Chemical Technician (CTS)	7.1	CCHT 23-24 (CTS) Professional Competency	n = 1 no data collected
Division of Arts and Sciences	GE 2.25	23-24 Competency in Mathematics - Precalculus (MATH 1023)	Course not offered
Division of Arts and Sciences	GE 2.44	23-24 GE-Foreign Language (FREN 1001 & 1002)	Courses not offered
Federal/State Grants and Contracts	2.2	GRAN 23-24 Adherence to Grant Guidelines	Vacancy
Federal/State Grants and Contracts	2.1	GRAN 23-24 Grant Guidelines	Vacancy
Federal/State Grants and Contracts	1.2	GRAN 23-24 Grant Submissions	Vacancy
Federal/State Grants and Contracts	1.1	GRAN 23-24 Grant Training	Vacancy
Federal/State Grants and Contracts	1.3	GRAN 23-24 Perkins CTE Grant	Vacancy
Human Resources	2.2	HR 23-24 Annually Provide Training on AA/EEO topics to faculty & staff	Vacancy
Human Resources	1.1	HR 23-24 Search, Hire, Onboarding Processes	Vacancy

Human Resources	2.1	HR 3-24 Completion and Approval of Annual Affirmative Action Plan	Vacancy
Institutional Research	1.1	IR 23-24 Course Evaluation	Director of IE's recommendation
Institutional Research	2.1	IR 23-24 Overall Data Gathering and Reporting	Director of IE's recommendation
Institutional Research	2.2	IR 23-24 Reduce Open Time of Service Requests	Director of IE's recommendation
Library and Student Support Services	4.1	LIB 23-24 Bibliographic Instruction	Director of IE's recommendation
LSU Eunice Police and Campus Security	3.1	POLIC 23-24 Emergency Response Training	Staffing shortages
Student Activities	1.2	SACT 23-24 Activities are interactive and allow students to participate	Vacancy
Student Conduct	1.1	STCO 23-24 Timely Conduct Case Adjudication	Vacancy
Student Conduct	1.2	STCO 23-24 Timely Student of Concern Case Adjudication	Vacancy
Title IX	1.1	Title IX 23-24 Compliance	Timing
Tutoring	2.1	TUTR 23-24 Require tutoring as an early alert system for Pathways to Success students.	Vacancy
Total number of outcomes = 207; Total number of outcomes delayed = 30 (14.5%).			
Note 1: Objectives marked delayed simply means that the write up in the planning system did not take place.			

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

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

IV. Administrative Council Meeting Minutes

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

V. Administrative Council Agenda

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

VI. Transmittal of the Summary Reporting Forms to the Chancellor

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

VII. Assembled Summary Planning Forms

Delayed to the SACSCOC Reaffirmation efforts taking place from April 2022 through October 2024.

VIII. Academic Year 2023-2024: Details for Goals and Objectives All Departments

AA/EEO

AA/EEO 23-24 Completion and Approval of Annual Affirmative Action Plan

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: AA/EEO

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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

Section 4: Improvement Plan/ Changes Made:

Director of IE's note: This outcome will be moved to the Human Resources department in the organization. EEO/AA will not exist as a separate department.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA/EEO 23-24 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Delayed
 Provided By: AA/EEO
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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

AA/EEO 23-24 Annually Provide Training on AA/EEO topics to faculty & staff

Objective Number: 1.2
Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
Provided By: AA/EEO

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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

Section 4: Improvement Plan/ Changes Made:

Director of IE's note: This outcome will be moved to the Human Resources department in the organization. EEO/AA will not exist as a separate department.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
AA/EEO 23-24 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 1
Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
Provided By: AA/EEO
Budget Information: none (existing)

RELATED ITEM LEVEL 2
23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
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

Academic Affairs

AA 23-24 Academic Advising-Faculty and Staff
Objective Number: 1.1
Start: 11/1/2023
End: 10/31/2024
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 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 2022-2023, this objective was not met. Please see the improvement plan and rationale in that year's report.

For AY 2023-2024, a total of 31 (51.7%) of the 60 full-time faculty employed for at least a year responded to the survey with three marking n/a. The overall results were a 3.1 (see attached faculty pdf with question 4 highlighted). Compared to spring 2023's average of 3.2, the results dipped 0.1 of a point this year to 3.1.

For AY 2023-2024, a total of 36 (53.7%) of the 67 full-time staff employed for at least a year responded to the survey with 28 of them marking question 34 n/a meaning that they do not advise. The question scored an overall of 4.0 for spring 2024 (see the attached pdf with question 34 highlighted). Similar to faculty, the results for staff dropped by 0.1 of a point from 4.1 in spring 2023 to 4.0 currently.

Given that:

- the observed score of 3.1 for faculty < the benchmark of 4.0 and
- the observed score of 4.0 for staff = the benchmark of 4.0

this objective is partially met.

Attached Files

[Advising AA Staff Survey Sp 24.pdf](#)

[Advising AA Fac Survey Sp 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The results may be partially based on the fact that the QEP was implemented fall 2023 and that there were major course changes for new first-time students and quite a few advising changes with the change to co-requisite instruction for first-time students in mathematics and English composition.

Evidence Advisor Training in spring 2023 for the QEP is included in the PDFs below.

Attached Files

[Advisor Training SP23 PowerPoint.pdf](#)

[Advisor Training 3 22 2023.pdf](#)

[Advisor Training 3 21 2023.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

AA 23-24 Academic Advising-Students

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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:

Students will rate their satisfaction with academic advising at or above the national average using the Ruffalo Noel Levitz (RNL) Student Opinion Survey for two-year colleges.

Students will rate their satisfaction with advising at or above the national average which fluctuates year to year. This year's national average was 6.002 based on the questions listed below. Note that this is the mean of the means of the data from the five questions listed below. (see RNL Data presented in Table 1 in the Progress Section).

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

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

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

3. My academic advisor is available when I need help ($\bar{x}_{\text{national}} = 6.01$ with SD = 1.45).
14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.18$ with SD = 1.35).
16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 6.01$ with SD = 1.50).
22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 6.03$ with SD = 1.45).
35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.78$ with SD = 1.57).

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

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

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) out of 3,210 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 6.106 overall exceeding the national mean of 6.002. All sites exceeded the national average except the Ochsner Lafayette General Orthopedic Hospital site with a rating of 4.982 (which could be rounded to 5.0 or somewhat

satisfied). Please keep in mind that the hospital site with an n = 10 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 spring 2024.

Table 1. Student Satisfaction with Academic Advising AY 2024-2025 Based on RNL Likert Scale.

Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	6.01	6.02	6.00	--	6.57	6.04	4.63
14	6.18	6.37	6.43	--	6.50	6.06	4.78
16	6.01	6.14	6.22	--	6.50	6.06	4.75
22	6.03	6.26	6.14	--	6.50	6.48	5.00
35	5.78	5.74	5.67	--	5.53	5.89	5.75
Means	6.002	6.106	6.092	--	6.320	6.106	4.982
n	46,104	249	109	0	21	95	10

Given that the observed rating of 6.106 > the national benchmark of 6.002, this objective is met.

Attached Files

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

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring into AY 2024-2025. The ratings for the hospital site will be shared with the program directors at that site (evidence of email sent is below).

Attached Files

[5-7-24 Email to Hospital Directors.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To have a high degree of student and faculty satisfaction with the academic advising system.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

AA 23-24 Curriculum Development

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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."

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.

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 31 (51.7%) out of 60 eligible faculty members responded to the spring 2024 survey. In all, 28 (90.3%) out of 31 faculty members responded agree or strongly agreed with question number 8 on curricular development, change, and review (see attached survey file). The longitudinal data suggests that the means have fluctuated since 2014 but have generally remained over 4.0 (see longitudinal faculty results file below).

Given that the observed value of 90.3% > the historical benchmark of 87.50, this objective is met.

Attached Files

[AA Cur Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that this question on the faculty survey was one of the few that did not decline, the recommendation is to monitor.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To ensure that faculty understand and participate in curriculum development.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Instructional Program Satisfaction

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

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 12, 13, and 14.

- Q13-How well do you think LSUE has prepared you in the area of written communication?
- Q14-How well do you think LSUE has prepared you in the area of spoken communication?
- Q15-How well do you think LSUE has prepared you for your career/educational goals?

Students may choose the following on the survey

- very well
- somewhat
- poorly
- not at all

Benchmark data for the fall and spring semesters is the weighted mean for students choosing somewhat or very well from spring 2014 through spring 20223 (n = 1,648). Note that the survey was not given in fall 2020 due to CV-19 but was given every fall and spring otherwise. Note that this section is given as a disclosure since the benchmark was first calculated in this fashion.

- question 13 = 97.53%
- question 14 = 96.72%
- question 15 = 98.09%
- n = 1,648

Based on the historical data, it was decided that a benchmark of no lower than **90%** would be established given the ceiling effect and the narrow range between 98% to 100%. Very simply, not every student will be completely satisfied with their preparation. (Note that the benchmark was adjusted downward from 95% because it is difficult to maintain a 95% or higher satisfaction rate for anything let alone satisfaction related to education.)

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

For AY 2022-2023, this was met.

For AY 2023-2024, a pooled satisfaction rate was calculated based on an n = 114 for fall 2023 and an n = 185 for spring 2024. The results were:

- question 13 = 97.99%
- question 14 = 96.32%
- question 15 = 95.61%
- n = 299

Given that the observed satisfaction rates of 97.99% for 13; 96.32% for 14; and 95.61% for 15 > the historical benchmark of 90%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Office of Academic Affairs expects to change the survey from paper form to electronic but will have both available. This is an effort to cut down on the manual work needed.

Attached Files

[2024-11-22 Email on AA Survey.pdf](#)

[Graduating Student Survey Form \(corrected copy 2020\).pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Graduation

Objective Number: 3.2

Start: 11/1/2023

End: 10/31/2024

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 twelve 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" (see Table 1 and PDF file below).

Table 1. LSU Eunice Number of Completers by Academic Year	
AY	Number of Completers
2010-2011	289
2011-2012	289
2012-2013	337
2013-2014	334
2014-2015	332
2015-2016	310
2016-2017	298
2017-2018	311
2018-2019	346
2019-2020	389
2020-2021	362
2021-2022	380
Mean	331.4
Median	333.0

The mean = 331.4 and the median = 333.0 establishing the benchmarks for AY 2021-2022.

Attached Files
[CRINTCMP.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the data in the Board of Regents Report CRINTCMP was run on April 22, 2023, for AY 2022-2023. The data indicated that LSU Eunice had 431 completers including 381 associate degrees and 50 certificates (see attached below).

Given that the observed value of 431 > the historical value of 333, this objective is met.

Attached Files
[AA Awards CRINTCMP.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the increase from 380 to 431 in one year, the recommendation is to monitor in 2023-2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Operational Plan Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.3

Start: 11/1/2023

End: 10/31/2024

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. In addition, objective 3.4 is a Student Achievement Metric whereas 3.3 is not.

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).

However, the benchmark was updated in the Operational Plan in the Louisiana Operational Plan Activity System (LaPAS) by the LSU Eunice administration: Students from fall 2022 to fall 2023 will be retained at a rate equal to or exceeding 55.1% as shown in the first row (Performance at Continuation Budget Level FY 2023-2024). Note that the percentages in the opening sentence were corrected; however, a final copy was not shared with the Director of IE. (see the 2023-2024 Operational Plan and the 3-20-24 email files below).

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

Attached Files

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

[3-20-24 Mari Email on Operational Plan.pdf](#)

[2023-2024 Operational Plan Retention BM.pdf](#)

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

For AY 2022-2023, this objective was not met. Please see the improvement plan in AY 2022-2023.

For AY 2023-2024, the data is analyzed from 2022 to fall 2023 returning to LSU Eunice. LaPAS report was ran on March 22, 2024. It indicated a total of 651 new first-time, full-time associate degree seeking students being admitted in fall 2022 with 339 returning to LSU Eunice (see LaPAS report Q1 Notes below). As a result, $339/651 = 52.1\%$.

Given that the observed value of $52.1\% < 55.1\%$, this objective is not met.

Attached Files

[3-22-24 LaPAS Results fa22 to fa23.pdf](#)

Section 4: Improvement Plan/ Changes Made:

In fall 2023, LSUE transitioned from stand-alone developmental coursework for underprepared students to co-requisite delivery gateway mathematics and English. LSUE will monitor student academic progress and retention with respect to mathematics and English success rates, with the goal of increasing retention through success.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Academic Affairs
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

AA 23-24 BOR Fall-to-Fall Retention of FTFT Assoc. Degree Seeking Students

Objective Number: 3.4
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

LSUE will increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment.

Note that objectives 3.3 and 3.4 both measure retention, but in different ways. Objective 3.3 reports students returning to LSU Eunice only through the Operational Plan to LSU A & M while 3.4 reports students returning to LSU Eunice and other institutions of higher education within the State of Louisiana. In addition, objective 3.4 is a Student Achievement Metric whereas 3.3 is not.

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 2021 to fall 2022. The retention is 65.70% based on 7,134 students initially enrolled and 4,687 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
Overall Totals:		7134	3616	1071	4687	65.70

Given the statistics, meeting or exceeding 65.70% retention is considered as meeting this objective.

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

For AY 2022-2023, this objective was not met. Please see the improvement plan and documentation included in AY 2022-2023.

For AY 2023-2024, the Board of Regents SPSRETN Retention Report was run on February 16, 2024. It indicated a total of 660 new first-time, full-time associate degree seeking students being admitted in fall 2022 with 346 returning to LSU Eunice and 94 transferring to other institutions within the state of Louisiana for an overall retention rate of 66.36% (see SPSRETN PDF file below).

Given that the observed value of 66.36% > this historical benchmark of 65.70%, this objective is met.

Attached Files

[2022-2023 SPSRETN.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring for a year or two due to the following:

1. This is the first time the objective has been met in several years.
2. There is uncertainty in retention with the new co-requisite program.
3. There is likely to be uncertainty around the federal government not processing the FASFA documents in a timely fashion.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Increase Fall to Spring New First-Time Student Retention

Objective Number: 3.5

Start: 11/1/2023

End: 10/31/2024

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 eleven years, retention from fall 2011 to spring 2012 through fall 2022 to spring 2023 which is 77.96%.

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
Totals	9611	7493	77.96

Meeting or exceeding the 77.96% will constitute meeting this objective.

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

For AY 2022-2023, this objective was not met. A note was placed in the improvement plan for AY 2022-2023 stating that the Dean of Student Affairs had resigned. Any improvement is contingent on a new Dean of Student Affairs being hired.

For AY 2023-2024, institutional data indicated that 807 new first-time students were enrolled on the census day for fall 2023 with 572 (70.88%) being retained to spring 2024.

Given that 70.88% < the historical benchmark of 77.96%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

LSUE instituted co-requisite delivery of gateway mathematics and English in fall 2023. The original advising model was to enroll students in mathematics first. Mathematics success rates were far below English success rates in AY 2023-2024. For AY 2024-2025, students in fall 2024 were enrolled in English first, in an attempt to build on success in fall 2024 into retention in spring 2025. LSUE will monitor results to determine if advising changes were effective.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Increase Fall to Fall New First-Time Student Retention

Objective Number: 3.6

Start: 11/1/2023

End: 10/31/2024

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
Totals	8831	4327	49.00

The Benchmark is the overall retention of the last ten years, retention from fall 2011-fall 2012 to fall 2021-fall 2022 which is 49.00%. Meeting or exceeding the 49.00% will constitute meeting this objective.

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

For AY 2022-2023, this objective was not met. The Dean of Students resigned last year so there was no improvement plan and no follow up.

For AY 2023-2024, there were 780 new first-time students enrolled on the Fall 2022 census date with 377 (48.33%) of them retained to the fall 2023 census date. Given that the observed score of 48.33% < the historical benchmark of 49.00, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

LSUE initiated co-requisite delivery of gateway mathematics and English courses in fall 2023. This major change to instructional delivery of seminal courses that strongly affect satisfactory academic progress and, therefore, institutional retention from fall to fall, will require monitoring and re-evaluation of the appropriate benchmark for comparisons. LSUE will monitor the AY 2023-2024 results for this objective and respond according to this new data in AY 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To foster academic success through instructional effectiveness.

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Academic Affairs
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

AA Pathways 23-24 Fall to Spring Retention

Objective Number: 3.7
Start: 11/1/2023
End: 10/31/2024
Progress: Canceled
Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

New first-time students enrolled in the Pathways to Success program will be retained from fall to spring. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

Section 2: Assessment/Evaluation/Measures/Strategies:

The overall retention was generated using data from fall 2004 to spring 2005 through fall 2021 to spring 2022 comparing the raw statistics on the 14th day for all new first time Pathways students attending at the LSU Eunice and LSU Alexandria sites. Data was generated from the Office of Institutional Research (see Table 1). Note that Table 1 was updated to include the raw data and the retention for all years that Pathways to Success has existed to eliminate the use of the mean.

Table 1. Pathways to Success New First-Time Students Fall to Spring Retention as a Percentage			
Initial Semester Retention Semester	Initial Enrollment	Retained One Year	Percent Retained
Fa 04 - Sp 05	202	152	75.25
Fa 05 - Sp 06	202	160	79.21
Fa 06 - Sp 07	176	134	76.14
Fa 07 - Sp 08	220	169	76.82
Fa 08 - Sp 09	240	185	77.08
Fa 09 - Sp 10	211	156	73.93
Fa 10 - Sp 11	242	186	76.86
Fa 11 - Sp 12	226	180	79.65
Fa 12 - Sp 13	213	154	72.30
Fa 13 - Sp 14	181	144	79.56
Fa 14 - Sp 15	205	151	73.66
Fa 15 - Sp 16	157	128	81.53
Fa 16 - Sp 17	173	131	75.72
Fa 17 - Sp 18	155	127	81.94
Fa 18 - Sp 19	202	147	72.77
Fa 19 - Sp 20	167	113	67.66
Fa 20 - Sp 21	248	153	61.69
Fa 21 - Sp 22	187	131	70.05
Fa 22 - Sp 23	159	114	71.70
Totals	3766	2815	74.75

The fall 2004 to spring 2005 through fall 2022 to spring 2023 data generates 74.75%. Meeting or exceeding 74.88% will constitute success.

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

For AY 2022-2023, this objective was not met. Please see the improvement plan from AY 2022-2023.

For AY 2023-2024, there were 126 new first-time Pathways students enrolled on the census day of fall 2023. For spring 2024, 73 (57.9%) were retained according to Institutional Research.

- LSUA had 6 in fall 2023 retaining 4 (66.7%) to spring 2024.

- LSUE had 119 in fall 2023 retaining 69 (58.0%) to spring 2024.

Given that the observed value of 57.9% < the historic benchmark of 74.75%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

LSUE initiated co-requisite delivery of gateway mathematics and English courses in fall 2023. All pathways students taking these courses are being captured in objective 3.5. Objective 3.7 will be discontinued because this objective is redundant.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PWAY 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Pathways to Success

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA Pathways 23-24 Fall to Fall Retention

Objective Number: 3.8

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Academic Affairs

Section 1: Objective With Intended Outcomes:

New first-time freshmen enrolled in the Pathways to Success program will be retained from fall to fall. Pathways to Success students are developmental students who need remediation in all subjects prior to taking general education courses.

NOTE: This objective lags one year behind in order to complete the IE paperwork in a timely fashion in fall each year.

Section 2: Assessment/Evaluation/Measures/Strategies:

Using Institutional Research, the overall retention rate from fall 2004 to fall 2005 through fall 2021 to fall 2022 (see Table 1). Note that Table 1 was updated to include the raw data and the retention from all years that Pathways has existed to eliminate the use of the mean.

Table 1. Pathways to Success New First-Time Students Fall to Fall Retention as a Percentage			
Initial Semester Retention Semester	Initial Enrollment	Retained One Year	Percent Retained
Fa 04 - Fa 05	202	75	37.13
Fa 05 - Fa 06	202	99	49.01
Fa 06 - Fa 07	176	76	43.18
Fa 07 - Fa 08	220	97	44.09
Fa 08 - Fa 09	240	115	47.92
Fa 09 - Fa 10	211	99	46.92
Fa 10 - Fa 11	242	114	47.11
Fa 11 - Fa 12	226	106	46.90
Fa 12 - Fa 13	213	95	44.60
Fa 13 - Fa 14	181	91	50.28
Fa 14 - Fa 15	205	91	44.39
Fa 15 - Fa 16	157	77	49.04
Fa 16 - Fa 17	173	76	43.93
Fa 17 - Fa 18	155	82	52.90
Fa 18 - Fa 19	202	85	42.08
Fa 19 - Fa 20	167	70	41.92
Fa 20 - Fa 21	248	90	36.29
Fa 21 - Fa 22	187	74	39.57
Totals	3607	1612	44.69

Meeting or exceeding the 44.69% will constitute success.

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

For AY 2022-2023, this objective was not met. Please see the improvement plan from AY 2022-2023.

For AY 2023-2024, the fall 2022 to fall 2023 retention is being examined using institutional data:

- Overall, there were a total of 159 new first-time students enrolled in Pathways in fall 2022 with 60 (37.74%) being retained.
- For LSUA, there were seven admitted with two (28.57%) being retained.
- For LSUE, there were 152 admitted with 58 (38.16%) being retained.

Given that the observed retention of 38.16% < the established benchmark of 44.69% this objective was not met.

Section 4: Improvement Plan/ Changes Made:

LSUE initiated co-requisite delivery of gateway mathematics and English courses in fall 2023. All pathways students taking these courses are being captured in objective 3. As a result, Objective 3.8 will be discontinued.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PWAY 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Pathways to Success

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

AA 23-24 Policies and Procedures-Faculty

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

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 2014-2023) 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
weighted means	78.36	87.48	67.55	58.03	72.86	240

The benchmark of 72.86% was calculated using the weighted percentages for faculty choosing Agree or Strongly Agree on the survey from Spring 2014 through Spring 2023. Meeting or exceeding the individual weighted means or the overall weighted mean = 72.86% will constitute success.

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

For AY 2022-2023, this objective was partially met. See the improvement plan from that year's report.

For AY 2023-2024, the results were with a total of 31 (51.7%) out of 68 faculty responding:

- Q6 Dismissal, suspension, readmission, and resignation policies are clearly defined. Results = $23/29 = 79.3\%$ > results from Table 1 = 78.43%.
- Q8 Faculty have a role in curricular development, change, and review. Results = $28/31 = 90.3\%$ > results from Table 1 = 87.77%.
- Q11 Employment and evaluation policies are clearly communicated to me. Results = $15/31 = 48.4\%$ < results from Table 1 = 65.32%.
- Q38 Promotion and tenure policies are carefully followed. Results = $15/31 = 48.4\%$ < results from Table 1 = 56.89%
- Overall, of 66.25% < overall from Table 1 = 72.10%

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

Attached Files

[AA Pol Proc Fac Survey Sp 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Faculty evaluations (Q11) were reinstituted in full for the first time since spring 2019 (prior to the Covid 19 pandemic) during AY 2023-2024. LSUE expects faculty recognition of evaluation policy to increase. LSU System-wide changes to promotion and tenure timelines (Q38) need to be disseminated more to faculty and that will be addressed in AY 2024-2025 at faculty senate meetings.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AA 23-24 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Policies and Procedures-Academic Council

Objective Number: 4.2

Start: 11/1/2023

End: 10/31/2024

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 ten Policy Statement under Academic Affairs. They are:

- No 8 Appeal Procedures Available to Students
- No 12 Recruitment, Retention, Promotion, and Tenure of Faculty Members
- No 33 Use of LSU Eunice Facilities and Premises
- No 35 Faculty Grievance Procedure
- No 46 Guidelines for Faculty Workloads
- No 47 Continuing Education and Extension Activities
- No 59 Intellectual Property
- No 62 Academic Honorifics: Chairs, Professorships, Lectureships, & Awards
- No 74 Principal Investigator's Manual for Research Involving Human Subjects
- No 83 Grants and Sponsored Programs

Attached Files

[LSU Eunice Policy Protocol.pdf](#)

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

For AY 2022-2023, this objective was not met because only two academic policies were reviewed due to the amount of time the staff was spending on reaffirmation paperwork.

During AY 2023-2024, the Chancellor eliminated the Academic Council at some point; therefore, this objective was cancelled.

Section 4: Improvement Plan/ Changes Made:

Academics has reinstated Academic Council so it is expected that this objective will be continued in AY 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
AA 23-24 To ensure that academic policies and procedures are reviewed annually for clarity and conformity to national good practices.

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Developmental English (ENGL 0001)

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental course work gaining competencies in developmental English composition (ENGL 0001) mechanics, sentence structure, and paragraph structure necessary to successfully begin their first general education English composition course ([see Syllabus below](#)).

The student learning outcomes (SLOs) are: Upon successful completion of this course, the student will

1. Write a clear topic sentence that includes the main idea of the paragraph.
2. Develop the body of the paragraph with substantial support: evidence, details, and facts
3. Use proper grammar and punctuation throughout their writing.

Attached Files

[ENGL 0001 dept syllabus FA21.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment

These outcomes will be directly assessed and analyzed through an internally developed multiple choice examination designed by the English faculty and given during the last two weeks of the semester. All students remaining in the course will be assessed (i.e. no sampling). [The assessment will include all students at all sites.](#)

For AY 2021-2022, LSU Eunice had sites at the following locations:

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

The benchmark for all SLOs is 70% based on historical University record and that the 70% is the lowest "average" for the grade of C given on a student's University record.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022, below).

Indirect Assessment

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2021-2022 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial English course at a 2-year public institution. At LSUE, the successful completion of ENGL 0001 is with a C or better. The rate established is 63% based on success of all English/reading courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>

Achieving the Dream Course Success Data using Demographics

Director of IE's note: This data is not yet benchmarked. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

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

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

Director of IE's note: ENGL 0001 is no longer offered with the implementation of co-requisite courses in fall 2023. Rather than assessing ENGL 0101, all assessment is taking place in the general education course - ENGL 1001.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ARSC 23-24 Orientation to University Studies (UNIV 1005)

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Old Introduction:

Developmental Education students will successfully complete their developmental coursework, gaining the cultural competencies (UNIV 1005) necessary to succeed in their first general education courses. This objective will be assessed by student learning outcomes (SLOs). The SLOs according to the UNIV 1005 syllabus are: Upon successful completion of this course, the student will:

New Introduction:

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.
3. Demonstrate basic digital literacy skills (basic computer skills, basic internet skills, email, and Microsoft Word)

Rationale: Higher education institutions within the state of Louisiana is no longer permitted to offer developmental courses according to the Board of Regents.

Director of IE's note on outcome 3 will be moved and placed into Digital Skills tab for Achieving the Dream.

An example of the UNIV 1005 syllabus is attached below for review (see Major Learning Outcomes on page 2).

Attached Files

[UNIV 1005 FA23 Syllabus.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment:

Student learning will be directly assessed through a 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's 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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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

Indirect Assessment:

An indirect measurement will also be calculated using data from institutional research and will be the success rate for the course over the 2021-2022 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial reading course at a 2-year public institution. The established rate is **63%** based on success of all reading courses. The faculty decided to use this rate for UNIV 1005 due to the reading component in the second half of the course. Successfully completing the course is with an A, B, or C to earn credit and proceed to the next course.

Citation for current research: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>.

Director of IE's note: This section will be removed because Louisiana higher education institutions may no longer offer developmental education.

Achieving the Dream Course Success Data using Demographics

Director of IE's note: UNIV 1005 was not one of the top ten most enrolled courses in AY 2023-2024 so the demographic data was removed.

Digital Literacy

Digital literacy will be assessed using the NorthStar Digital Literacy Program in four areas:

1. Basic Computer Skills
2. Internet Basics
3. Microsoft Word
4. Using Email

Given that AY 2023-2024 is the first full year of implementation for UNIV 1005, no historical benchmark has been established.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there were 217 students enrolled in the UNIV 1005 orientation course on the census days for fall 2023 and spring 2024. A total of 150 (69.1%) of the 217 were assessed for learning using the final exam (see Table 1). Online 16-week students scored the highest at 92% followed by the LSU Baton Rouge bridge students at 91%. The face-to-face students at LSU Eunice were next by scoring an 84%. Students at the LSU Alexandria site scored an 80%.

Table 1. UNIV 1005 SLO Results by Site AY 2023-2024 as a Percentage.

SLO Description	Overall	LSUE FF	LSUA FF	Online 16-Wk	LSU BR
Overall	86	84	80	92	91
1. LSU Eunice resources	88	87	84	92	88
2. Transferrable academic skills	85	82	78	92	93
Total number of students tested	150	106	5	34	5
Total number of sections	16	11	1	3	1
Total number of students enrolled	217	156	7	47	7

For outcome C, the results were: Students earned badges from the NorthStar Digital Literacy Program in four areas:

1. Basic Computer Skills = 187/216 or 86.6%.
2. Internet Basics = 159/201 or 79.1%.
3. Microsoft Word = 149/167 or 89.2%.

4. Using Email = 174/191 or 91.1%.

Table 2 shows the longitudinal data for outcomes 1 and 2 indicating that the scores are the highest ever achieved dating back to spring 2011. Faculty are congratulated on their good work.

Table 2. UNIV 1005 Student Learning Outcome Longitudinal Results by Academic Year as a Percent															
UNIV 1005 SLO Description	SP 11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	70	74	82	81	83	84	80	80	80	80	71	80	76	86	79.1
1. LSU Eunice resources	82	80	86	84	85	84	80	84	81	79	71	77	77	88	81.3
2. Transferrable academic skills	60	68	78	78	80	82	80	76	79	80	68	81	78	85	76.6
Total number of students	131	399	341	320	313	278	324	309	292	229	242	201	158	150	263.4

Given that the observed overall score of 86% for the first two outcomes > the established benchmark of 70%, this objective is met because outcome C has not yet been benchmarked.

Section 4: Improvement Plan/ Changes Made:

From Ms. Greaud: I recommend the improvement plan be to continue to monitor the results since the objective was met now for several semesters (see attached). Additionally, I recommend we move SLO three, Demonstrate basic digital literacy skills, to the ATD Digital Literacy (tab) component of compliance assist and only have two outcomes for the course.

From Ms. Andrus: Discussed in office...no changes needed.

Attached Files

[Improvement Plan AY 23-24.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled
 Provided By: Division of Arts and Sciences
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

ARSC 23-24 College Reading (UNIV 0008)

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental coursework gaining competencies in critical reading comprehension strategies (UNIV 0008) necessary to begin their first general education social science course. Student learning outcomes (SLOs) according to the UNIV 0008 course syllabus follow (see Major Learning Outcomes on page 2 of the file below). Upon successful completion of this course, the student will:

- A. Correctly identify the meaning of topic, main idea, supporting details, and unfamiliar words in paragraphs, essays, textbook chapters, and visual media.
- B. Employ critical reading comprehension strategies using close reading techniques to find meaning in chapter selections and in a trade book,

The faculty used the major learning outcomes for the course and the outcomes in the textbook in creating the assessment with most questions and the reading passage coming directly from materials available through the textbook supplier.

Attached Files

[UNIV 0008 Syllabus Spring 2022.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment

Direct measurement of the student learning outcomes will take place through the use of an internally designed multiple choice assessment contained on the final exam with the first 25 questions being standardized across all sections of the course for SLO purposes. **All students remaining in the course in fall and spring will be assessed (i.e no sampling).** For AY 2021-2022, LSU Eunice had sites at the following locations:

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

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

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022 below).

Indirect Assessment

The success rate for the course over the 2021-2022 academic year defined as a grade of A, B, or C out of the number of students enrolled on the census day for each semester. The national result is **63%** based on methodology from the National Center for Education Statistics (NCES).

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>.

Attached Files

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

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

Director of IE's note: UNIV 0008 is no longer offered with the implementation of co-requisite courses in fall 2023. The Louisiana Board of Regents prohibits developmental courses from being offered.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023
 End: 10/31/2024
 Progress: Canceled
 Provided By: Division of Arts and Sciences
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

ARSC 23-24 Developmental Math (MATH 0001)

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental coursework gaining competencies in computational and elementary algebra skills (MATH 0001-Pre-algebra) necessary to begin MATH 0015 or MATH 0021.

The student learning outcomes (SLOs) for MATH 0001 (Prealgebra) are: The student, upon successful completion of this course, will:

- 1.1.1 Manipulate the order of operations on the real numbers.
- 1.1.2 Perform basic algebraic operations with expressions and linear equations.
- 1.1.3 Analyze and compute measurements for different geometric figures.

These outcomes are contained in the MATH 0001 course syllabus (see the Major Learning Outcomes section on page 2 of the file below).

Attached Files

[MATH 0001 SYLLABUS AY 21-22.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment:

The outcomes will be directly assessed through a multiple choice comprehensive final examination designed by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam during the academic year will be assessed (i.e. no sampling). For AY 2021-2022, LSU Eunice had sites at the following locations:

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

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022, below).

Note: The final exam for modular math students is both multiple choice and free response. Questions parallel the student learning outcomes for all other sections and methodologies.

The benchmark established for the SLOs is 70%, which is the traditional "C" grade according to the LSU Eunice Catalog. This was chosen as the minimum competency necessary in order to begin MATH 0015 or 0021.

Indirect Assessment:

The indirect measurement of learning (course success rates) will be calculated using data from institutional research over the 2021-2022 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. The rate established is 50% based on success of all mathematics courses. Note that a C or better in the course is required at LSUE for the student to take the next mathematics course.

Citation for current research: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>

Achieving the Dream Course Success Data using Demographics

Director of IE's note: This data is not yet benchmarked. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the overall proportion of student success (A, B, and C only) for the course and comparing it to the success of three demographic variables – ethnicity, gender, and Pell Grant eligibility for socioeconomic status. It is expected that the typical variance for each demographic subgroup will be within ± 5 percentage points of the overall success rate statistic.

Attached Files

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

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

Director of IE's note: MATH 0001 is no longer offered with the implementation of co-requisite courses in fall 2023.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ARSC 23-24 Developmental Math (MATH 0015)

Objective Number: 1.5

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental education students will successfully complete their developmental coursework gaining competencies in algebra and coordinate geometry (MATH 0015 Introductory Algebra) necessary to be successful in their first general education mathematics course. The student learning outcomes (SLOs) in MATH 0015 (Introductory Algebra) are upon successful completion of this course, the student will:

1.1.4 Perform basic algebraic operations.

1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0015 course syllabus for both Fall 2020 and Spring 2021 (see the Major Learning Outcomes section on page 2 of the syllabus file below).

Attached Files

[MATH 0015 Syllabus AY 21-22.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct Assessment:

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook publisher's Testgen program. All students taking the final exam will be assessed (i.e. no sampling). For AY 2021-2022, LSU Eunice had sites at the following locations:

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

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022, below).

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam. The questions parallel those being asked of students taking the courses in other methodologies.

The benchmark established for the SLOs is 70%, which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0015 needed for general education mathematics.

Indirect Assessment:

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2021-2022 academic year. Methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned

either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution will be used. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>

Attached Files

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

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

Director of IE's note: ENGL 0001 is no longer offered with the implementation of co-requisite courses in fall 2023. Rather than completing an assessment in the support course MATH 0016, all assessments are taking place in the MATH 1015 course.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ARSC 23-24 Developmental Math (MATH 0021)

Objective Number: 1.6**Start: 11/1/2023****End: 10/31/2024****Progress: Canceled****Provided By: Division of Arts and Sciences****Section 1: Objective With Intended Outcomes:**

Developmental education students will successfully complete their developmental coursework gaining competencies in the algebra and coordinate geometry (MATH 0021 Intermediate Algebra) necessary to be successful in their first general education mathematics course.

The student learning outcomes in MATH 0021 (Intermediate Algebra) are upon successful completion of this course, the student, will:

1.1.4 Perform basic algebraic operations.

1.1.5 Perform basic operations involving the rectangular coordinate system.

These outcomes are contained in the MATH 0021 course syllabus for both Fall 2021 and Spring 2022 (see the Major Learning Outcomes section on page 2 of the PDF file below).

Attached Files

[MATH 0021 Syllabus AY 21-22.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:**Direct Assessment:**

The outcomes will be directly assessed and analyzed through a multiple choice comprehensive final examination designed internally by the mathematics faculty using the textbook and online homework. **All students taking the final exam will be assessed (i.e. no sampling).** For AY 2021-2022, LSU Eunice had sites at the following locations:

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

Students enrolled in the modular program have both multiple choice and free response in their version of the final exam.

Note that the LSU Laboratory School Off-Campus Instructional Location was closed during AY 2021-2022 (see response from SACSCOC on February 4, 2022, below).

The benchmark established for the SLOs is 70%, which is the traditional "C" grade according to the LSU Eunice Catalog. The 70% was chosen as it is the minimum level of competency in MATH 0021 needed for general education mathematics. The questions parallel those being asked of students taking the courses in other methodologies.

Indirect Assessment:

The indirect measurement (course success rates) will be calculated using data from institutional research over the 2021-2022 academic year. The success rate will be calculated using the methodology from the National Center for Education Statistics (NCES) that states the "completion of a remedial course means that students earned either a passing grade or some credits in that course" based on those who attempted a remedial mathematics course at a 2-year public institution. For LSU Eunice, this means that a student earned a C or better in the course. The rate established is 50% based on success of all mathematics courses.

Citation for current research: Chen, X. (2016). Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018, from <http://nces.ed.gov/pubsearch>

Attached Files

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

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

Director of IE's note: MATH 0021 is no longer offered with the implementation of co-requisite courses in fall 2023. Rather than assess MATH 0022, the support course for MATH 1021, all assessments for both courses takes place in MATH 1021.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
ARSC 23-24 In order to maintain an effective developmental education program, LSU Eunice will provide students the necessary support for the successful completion of their developmental coursework.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

ARSC 23-24 Retention- Aggregated Majors of EDUN, PSYC, and SOCL

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Retain new first-time students declaring majors as Education-undecided (EDUN), Psychology (PSYC), or Sociology (SOCL) from fall to fall within the Division of Arts and Sciences.

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.

In order to generate a historical benchmark, data was averaged from fall 2013 to fall 2014 through fall 2021 to fall 2022 with 180 new first-time students entering the as EDUN, PSYC, or SOCL with 95 being retained for a retention rate of 52.78% and two students changing their major in the first year creating a corrected retention rate of 46.15% (see Table 1).

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
Totals	180	95	2	52.78	46.15

As a result, a historical benchmark of between 46.15% to 52.78% will be used.

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

For AY 2022-2023, this objective was not met. See the improvement plan in AY 2022-2023.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 47 new first-time students declaring their major as the Associate of Science in the Psychology, Sociology, or were undecided. A total of 25 were retained for a rate of 53.19%. None of the students changed their major in the first year.

Given that the observed retention of 53.19% > the historical retention of 46.15% - 52.78%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness and Accreditation recommends monitoring this objective as the retention has increased over the past few years.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
ARSC 23-24 Retention of EDUN, PSYC, and SOCL Majors

Goal Number: 3

Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Division of Arts and Sciences
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

ARSC 23-24 College-level mathematics sequence

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Students completing a college-level mathematics course will receive a passing grade (C or better) in their subsequent college-level course in mathematics.

Section 2: Assessment/Evaluation/Measures/Strategies:

Effective AY 2020-2021, the benchmark will be the overall historical success rate (more accurate than weighted means because it uses the original ns in each case). The assessment will be completed by the Dean of Arts and Sciences using student data provided by the Office of Institutional Research. This grade report tabulates successful completion of MATH 1015, MATH 1020, and MATH 1021 followed by attempting MATH 1425, Introductory Statistics, or MATH 1022, Trigonometry.

Table 1. Number and Percentage of Students Successfully Completing College Algebra Registering for and Completing Trigonometry (MATH 1022) or Statistics (MATH 1425) the First Time.

Academic Year being Assessed: 2021-2022.					
Academic Year	17-18	19-20	20-21	Overall	Percent
n = passing MATH 1425 on first attempt	279	260	195	734	64.0
n = original passing MATH 1015/1020/1021	403	392	352	1147	
n = passing MATH 1022 on first attempt	130	55	30	215	73.6
n = original passing MATH 1020/1021	172	71	49	292	
Overall passing on first attempt	409	315	225	949	65.95
Overall passing college algebra	575	463	401	1439	

Note that data was not available for AY 2018-2019

As a result, the benchmark is 65.95%.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

This objective is cancelled because the report is no longer available.

Section 4: Improvement Plan/ Changes Made:

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 23-24 Sequential Courses

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 Progress: Ongoing

ARSC 23-24 BIOL 1001 to BIOL1160

Objective Number: 4.2

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

The students completing a general biology course (BIOL 1001) will receive a grade of C or better in the human anatomy course (BIOL 1160).

Section 2: Assessment/Evaluation/Measures/Strategies:

Data will be reported by an Institutional Research report with two pieces of information in it:

- The number of students from AY 2021-2022 that successfully completed BIOL 1001 and then enrolled in enrolling in BIOL 1160.
- The number of students completing BIOL 1160 the first time after BIOL 1001.

The historical benchmark will be updated each year and will be the overall percentage of students completing BIOL 1160 for the first time after enrolling in it having completed BIOL 1001. The benchmark will be generated from data using AY 2014-2015 to the year prior to the one being assessed (in this case AY 2014-2015 through AY 2020-2021 - see Table 1).

Table 1. Number and Percentage of Students Successfully Completing BIOL 1001, Registering for and Completing BIOL 1160 the First Time.

Academic Year being Assessed: 2021-2022.							
Description	14-15	15-16	16-17	17-18	19-20	20-21	Overall
n = passing BIOL 1160 on first attempt	103	78	93	113	272	107	766
n = original passing BIOL 1001	186	167	189	207	627	233	1609
Percentage	55.4	46.7	49.2	54.6	43.4	45.9	47.6

Note that data was not available for AY 2018-2019.

Successfully meeting this outcome means that the percentage for AY 2021-2022 will meet or exceed 47.6%.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

This objective is cancelled because the report is no longer available.

Section 4: Improvement Plan/ Changes Made:

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ARSC 23-24 Sequential Courses

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

Agriculture (AS)

AG 23-24 (AS) Program Competency using Peregrine Academic

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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

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

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

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

For AY 2022-2023, the results of this objective were inconclusive because of an $n = 1$.

For AY 2023-2024, institutional research reported that one student graduated from the Agriculture program without taking the Peregrine General Education Assessment. As a result, there is no data to report.

The results are inconclusive.

Section 4: Improvement Plan/ Changes Made:

Keep checking each year as the program is just three years old.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 23-24: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Agriculture (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Retention
Objective Number: 1.2
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Agriculture (AS)

Section 1: Objective With Intended Outcomes:

Maintain fall to fall retention of new first-time students declaring their chosen as major as the Associate of Science in Agriculture (AG).

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 in order to generate a historical benchmark as time passes. The program was implemented in fall 2021; therefore, the initial benchmark to fall 2022. The Associate of Science in Agriculture is made up of two concentrations - general (AGR) and business (AGBU).

For the first year of the program, there were four students with two retained for an overall retention of 50%. The two students not retained changed their major. As a result, the adjusted retention rate was 100%.

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

For AY 2022-2023, this objective was being benchmarked.

For AY 2023-2024 examining the retention for new first time entering in fall 2022 being retained to fall 2023, there were two students enrolled with both being retained. No students changed their major. As a result, the retention rate is 100%.

Given that the observed retention rate from two new first-time students entering in fall 2022 with a major of Agriculture with both being retained > than the 50% raw benchmark and is equal to the 100% adjusted retention, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of IE and the Dean for Arts and Sciences recommend monitoring into the next year given the low n.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 23-24: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Agriculture (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Placement

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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 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 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.

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

Attached Files

[Rate-Formula.pdf](#)

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

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

For AY 2023-2024, a total of two students graduated from the program during AY 2022-2023 with both continuing their education.

This objective is considered as being met at 100% in the absence of a benchmark.

Section 4: Improvement Plan/ Changes Made:

Monitor until additional graduates complete the program.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AG 23-24: Maintain an effective Agriculture (AG) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Agriculture (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Professional Competency using Peregrine Academic

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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 in the following areas.

1. Overall
2. American Literature/World Literature
3. Art/Music Appreciation
4. Biology/Microbiology

5. Cultural Anthropology/Sociology
6. English/English Composition
7. General Psychology
8. Interpersonal Communication
9. Logic/Critical Thinking
10. Mathematics/Applied Mathematics

Note that the values for the national averages vary each year (see Table 1 in the progress report section below). All sites will be assessed as the exam is online and does not require proctoring. For the current academic year, LSU Eunice had sites at the following locations:

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

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

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

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

For AY 2022-2023, this objective was not met. The plan was to meet with the department heads to discuss the issue. See meeting minutes below.

For AY 2023-2024, a total of 27 students graduated with one of the AALT concentrations with nine students taking the general education assessment. Two of the nine students took the assessment in less than 15 minutes, so their test scores were removed from the data leaving 7 (25.9%) of the original 27 students graduating. Table 1 summarizes the data showing that LSUE students exceeded the overall national score. They also, for the most part, exceeded the national averages for the individual topics. Online students did score slightly below the national averages for both sociology and interpersonal communication.

Table 1. AY 2023-2024 AALT Peregrine General Education Assessment Results by Site (Percentage Correct).				
Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
Total	64.9	65.0	64.4	54.58
American Literature/World Literature	61.4	61.7	60.0	N/A
Art/Music Appreciation	60.0	61.7	50.0	N/A
Biology/Microbiology	58.6	58.3	60.0	48.21
Cultural Anthropology/Sociology	78.6	81.7	60.0	61.63
English/English Composition	84.3	83.3	90.0	61.17
General Psychology	58.6	58.3	60.0	49.47
Interpersonal Communication	62.9	65.0	50.0	52.71
Logic/Critical Thinking	54.3	51.7	70.0	47.82
Mathematics/Applied Mathematics	65.7	63.3	80.0	61.31
Number of students tested	7	6	1	--

Because American Literature and Art/Music Appreciation have no national averages, their scores were compared to the simple longitudinal means shown in Table 2. Both groups of students exceeded the American Literature mean of 48.9%. However, the LSUE students met the Art/Music Appreciation mean while the online students fell short by 0.5 of a percentage point. Regardless, the overall of 60.0% for both groups exceeded the historical mean of 51.5%.

In addition, Table 2 indicates that the overall scores and the scores for each individual outcome fluctuate greatly and are dependent on the students in a given year. The data also shows some improvement when examining the overall at 45.8% in spring 2019 when the assessment was first given. The overall score has improved to 64.9% currently. It is also important to note that the data shown in Table 2 has an $n < 17$ students in any given year. As a result, the sample may not be representative of the overall population.

Table 2. AALT Peregrine General Education Assessment Percentage Correct.

Topic	Sp 19	19-20	20-21	21-22	22-23	23-24	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 observed score of 64.9% > the 54.58%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness recommends that this outcome be monitored into next year given the increase in scores. In addition, the Office of Institutional Effectiveness will continue to remind departments to have students take the general education assessment in their final semester of classes. However, LSUE does not punish students in any way for not taking the assessment.

The Interim Dean of Arts and Sciences agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 23-24 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Retention

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Section 1: Objective With Intended Outcomes:

Maintain Fall to Fall retention of all students declaring their chosen major as the Associate of Arts Louisiana Transfer (AALT).

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 2021 to fall 2022 with 475 new first-time students entering the AALT and 217 being retained for a benchmark of 45.68% (see Table 1). Twenty-one students changed their majors in the first year yielding an adjusted retention of 47.80%.

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
Totals	475	217	21	45.68	47.80

As a result, a historical benchmark retention rate of between 45.68% and 47.80% will be used.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 31 new first-time students declaring their major as the Associate of Arts Louisiana Transfer (in one of the six concentrations). A total of 14 were retained for a rate of 45.16%. Seven of the students changed their major in the first year so the adjusted rate is 58.33%, removing the 7 students from the total n.

Given that the observed value of 45.16% - 58.33% overlaps with the historical benchmark of 45.68% - 47.80%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Given the substantial overlap from the observed compared to the benchmark, the Director of IE and the Dean for Arts and Sciences suggests that the retention be monitored.

The Interim Dean of Arts and Sciences agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 23-24 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Placement

Objective Number: 2.3

Start: 11/1/2023

End: 10/31/2024

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 = 52.74% and adjusted rate = 82.78% using data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all 35 students graduated from the various Associate of Arts Louisiana Transfer concentrations. The data in Table 1 indicates that 3 were employed in a field appropriate for an AALT graduate while 16 were continuing their education. As a result the raw rate is $(3+16)/35 = 54.29\%$ while the adjusted rate = $(3+16)/(35-16) = 100\%$.

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
Total	237	20	26	6	99	86
Percentages below do not include the academic year under discussion.						
Raw Rate =					52.74	
Adjusted Rate =					82.78	

Given that the observed value from 54.29%-100% > historical range of 52.74%-82.78%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Given the improvement and the fact that the Dean of Arts and Sciences left LSUE to take another job, the Director of Institutional Effectiveness recommends monitoring into AY 2024-2025 examining the summer 2023 through spring 2024.

The Interim Dean of Arts and Sciences agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

AALT 23-24 Maintain an effective Associate of Arts, Louisiana Transfer (AALT) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Arts Louisiana Transfer (AALT)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Professional Competency using Peregrine Academic

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

Because the Associate of General Studies (AGS) Degree is a transfer degree largely focused on General Education (GE) skills, graduating AGS students will successfully complete their GE coursework developing competencies in the areas required by their curricula.

In terms of SLOs for the AGS degree, students will be competent in the following areas:

1. Overall
2. Art/Music Appreciation
3. Biology/Microbiology
4. Cultural Anthropology/Sociology
5. English/English Composition
6. General Psychology
7. Interpersonal Communication
8. Logic/Critical Thinking
9. Mathematics/Applied Mathematics

10. US History

Director of IE's Note: Effective AY 2024-2025, the Certificate of General Studies will be assessed with the Associate of General Studies because the AGS builds upon the CGS. 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 also 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 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. The program outcomes as stated in the LSU Eunice Catalog 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 academic year, LSU Eunice had sites at the following locations:

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

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

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

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

For AY 2022-2023, this objective was not met. The department heads met to discuss possible solutions to the decrease in performance. The meeting minutes are attached below. In addition, more faculty are working with the student success center to turn in students of academic concern.

For AY 2023-2024, there were 140 Associate of General Studies graduates with 80 of them taking the Peregrine General Education Assessment. Of the 80 students, seven of them took less than 15 minutes on the exam and were removed from the data leaving 73 (52.1%) usable scores out of the 140 graduates. The data in Table 1 summarizes the results indicating that LSUE student scores of 55.5% for the total outpaced the national score of 54.6%. LSUE students fell slightly below the national score for general psychology while online students exceeded the national score. As a result, the overall score for general psychology of 48.8% was 0.7 of a percentage point below the national number.

Next, Table 1 indicates that the local scores for logic and critical thinking fell slightly below the national score of 47.8% for the face-to-face and online groups. Table 1 also shows that online students scored a 65.7% exceeding the national score for mathematics; however, the LSUE face-to-face students scored nearly five points below the national score.

Table 1. AY 2023-2024 AGS Peregrine General Education Assessment Results by Site (Percentage Correct).				
Topic	Overall	LSUE FF	Online 16 or 8-Wk	Nat'l
Total	55.5	54.9	61.6	54.6
Art/Music Appreciation	47.9	48.2	45.7	N/A
Biology/Microbiology	53.6	52.4	64.3	48.2
Cultural Anthropology/Sociology	63.7	63.5	65.7	61.6
English/English Composition	64.0	62.1	81.4	61.2
General Psychology	48.8	48.0	55.7	49.5
Interpersonal Communications	54.2	54.5	51.4	52.7
Logic/Critical Thinking	46.8	46.8	47.1	47.8
Mathematics/Applied Mathematics	56.4	55.5	65.7	61.3
US History	64.4	63.0	77.1	N/A
Number of students tested	73	66	7	--

The longitudinal data shown in Table 2 indicates that the LSUE simple mean for art and music appreciation is 46.4%. Comparing this to LSUE shows that the online students scored 0.7 of a percentage point below the longitudinal simple mean while LSUE face-to-face students scored 1.8 percentage points above the mean leading to an overall score that was slightly above the longitudinal mean. For US history, the LSUE overall score of 64.4% exceeded the longitudinal simple mean of 63.2% with LSUE students score 0.2 of a percentage point below the mean and online students scoring almost 14 points above the mean.

Comparing the longitudinal totals in Table 2 indicates that the scores have fluctuated, but generally improved since the assessment was first given in spring 2019, increasing from 46.2% to 55.1% for AY 2023-2024. For AY 2023-2024, the overall total score was above the longitudinal simple mean, with each individual topic being over the mean except logic and critical thinking, which was 0.8 of a percentage point below it.

Table 2. AGS Peregrine General Education Assessment Percentage Correct.							
Topic	Sp 19	19-20	20-21	21-22	22-23	23-24	Mean
Total	46.2	53.3	54.6	56.6	52.3	55.5	53.1
Art/Music Appreciation	35.0	47.4	49.1	50.0	48.7	47.9	46.4
Biology/Microbiology	42.7	52.9	51.1	52.5	50.6	53.6	50.6
Cultural Anthropology/Sociology	59.2	62.1	63.2	62.9	57.8	63.7	61.5
English/English Composition	44.6	52.3	63.3	59.4	53.7	64.0	56.2
General Psychology	39.6	47.3	48.4	51.3	45.0	48.8	46.7
Interpersonal Communications	37.7	48.2	50.2	51.0	48.4	54.2	48.3
Logic/Critical Thinking	42.7	48.9	47.2	51.9	48.1	46.8	47.6
Mathematics/Applied Mathematics	55.8	58.9	53.9	63.3	43.4	56.4	55.3
US History	58.9	61.7	65.3	66.9	61.7	64.4	63.2
Number of students tested	26	66	57	52	68	73	57
Number of students graduating	27	79	83	95	128	140	92
Response rate based on n graduating	96.3	83.5	68.7	54.7	53.1	52.1	68.1

Given that the observed total score of 55.5% > the national score of 54.6%, this outcome is met.

Attached Files

[Depart Head Improvement Plans for AGS AALT ASLT 22-23.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that this objective was not met in AY 2022-2023, but was met in AY 2023-2024, the Director of Institutional Effectiveness recommends monitoring.

The Interim Dean of Arts and Sciences agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 AGS 23-24 Maintain an Effective Associate of General Studies Program

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Associate of General Studies
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Retention

Objective Number: 3.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

LSUE will maintain fall to fall retention of new first-time students declaring their chosen major as the Associate of General Studies (AGS).

The Certificate of General Studies does not have a retention requirement as it is a one-year program.

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 2021 to fall 2022 with 511 new first-time students entering AGS and 216 being retained for a retention rate of 42.27% (see Table 1). A total of 26 students changed their major yielding an adjusted retention rate of 44.54% removing the 26 students from the 511 total.

Table 1. New First-Time General Studies Associate New First-Time Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	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
Totals	511	216	26	42.27	44.54

As a result, the retention benchmark is between 42.27% and 44.54% will be used based on historical data.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 84 new first-time students declaring their major as the Associate of General Studies. A total of 30 were retained for a rate of 35.71%. Four students changed their major in the first year yielding an adjusted retention of 37.50%.

Given that the observed range of 35.71%-37.50% < the historical benchmarked range of 42.27%-44.54%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

The Improvement plan for this has been delayed as the dean left to take another position.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 AGS 23-24 Maintain an Effective Associate of General Studies Program

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Associate of General Studies
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Placement

Objective Number: 3.3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of General Studies

Section 1: Objective With Intended Outcomes:

Upon graduation, Associate of General 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 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 = 47.07% and Adjusted Rate = 77.50% using data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all 128 students graduated with the Associate of General Studies degree. The data in Table 1 indicates that 7 were employed in a field appropriate for an AGS graduate while 46 were continuing their education. As a result the raw rate is $(7+46)/128 = 41.41\%$ while the adjusted rate = $(7+46)/(128-65) = 84.13\%$.

Table 1. General Studies Associate Placement Rates						
Semester	Grads	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	94	38	19	0	8	29
FA 13 - SP 14	93	9	15	1	55	13
FA 14 - SP 15	69	4	13	3	34	15
FA 15 - SP 16	87	2	18	6	44	16
FA 16 - SP 17	102	1	2	2	7	90
SP 18 - SU 18	54	5	2	1	27	19
FA 18 - SP 19	87	1	6	4	23	53
SU 19 - SP 20	95	22	14	6	13	40
SU 20 - SP 21	93	0	7	1	32	53
SU 21 - SP 22	97	5	9	7	62	14
SU 22 - SP 23	128	6	7	4	46	65
Total	871	87	105	31	305	342
Percentages below do not include the academic year under discussion.						
Raw Rate =						47.07
Adjusted Rate =						77.50

Given the observed adjusted rate of 84.13% > historical adjusted rate, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Given that this objective was met two years in a row and that dean resigned to take another position, the Director of Institutional Effectiveness recommends monitoring in AY 2024-2025 examining 2023-2024 graduates.

The Interim Dean of Arts and Sciences agrees.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
AGS 23-24 Maintain an Effective Associate of General Studies Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of General Studies
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Professional Competency using Peregrine Academic

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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

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

Students enrolled in the ASLT may take lecture courses in the manner they see fit - either online or face-to-face. However, the laboratory courses are only offered as face-to-face sections. Given this, most ASLT students choose the LSU Eunice face-to-face site when taking the general education exam.

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

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

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

For AY 2022-2023, this objective was not met. Faculty in the areas scoring lower than 50% will meet to discuss strategies to remedy the low scores. Please see the meeting minutes below.

For AY 2023-2024, Institutional Research reported seven graduates from the ASLT program with only one (14.3%) student taking the Peregrine General Education Assessment (see Table 1). The data shows that the one student met or exceeded most national scores in the content areas. The low score on the American Literature section essentially brought the overall down to just below the national score. Care should be taken in interpreting the results given the $n = 1$.

Table 1. AY 2023-2024 ASLT Peregrine General Education Assessment Results by Site (Percentage Correct).			
Topic	Overall	LSUE FF	Nat'l
Total	53.9	53.9	54.58
American Literature/World Literature	30.0	30.0	N/A
Art/Music Appreciation	50.0	50.0	N/A
Biology/Microbiology	60.0	60.0	48.21
Chemistry	40.0	40.0	N/A
College Algebra	55.0	55.0	39.27
English/English Composition	70.0	70.0	61.17
General Psychology	50.0	50.0	49.47
Logic/Critical Thinking	65.0	65.0	47.82
Scientific Process	65.0	65.0	53.18
Number of students tested	1	1	--
Number graduating	7	7	--
Response rate based on number of graduates	14.3	14.3	--

Next, Table 2 examines the longitudinal data since assessments began in spring 2019 showing that the scores for the one student in AY 2023-2024 exceeds the simple means in all areas except American Literature and chemistry.

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 the n = 1, the results of this outcome are inconclusive.

Attached Files

[Depart Head Improvement Plans for AGS AALT ASLT 22-23.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor for graduates and continue to urge students to take the general education assessment in their last semester of attendance. Note that students are not penalized if they do not take the assessment.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 23-24 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Retention

Objective Number: 4.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Section 1: Objective With Intended Outcomes:

Maintain Fall to Fall retention of new first-time students declaring their chosen as major as the Associate of Science Louisiana Transfer (ASLT).

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 2021 to fall 2022 with 298 new first-time students entering ASLT and 138 being retained for a retention rate of 46.31% (see Table 1). In addition, 19 students changed their major in the first year; therefore, the adjusted retention is 49.46% with an n = 279.

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
Totals	298	138	19	46.31	49.46

As a result, the retention benchmark is set 46.31% to 49.46% given the historical data.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 11 new first-time students declaring their major as the Associate of Science Louisiana Transfer (either biological or Physical Science). A total of four were retained for a rate of 36.36%. None of the students changed their major so the adjusted retention is also 36.36%.

Given that the retention of 36.36% < 46.31% - 49.46%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

The Improvement plan was to be developed by the dean in summer 2024; however, the dean left LSUE to take another job, so an improvement plan as not discussed with the faculty.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 23-24 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start:11/1/2023

End:10/31/2024

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Placement

Objective Number: 4.3

Start: 11/1/2023

End: 10/31/2024

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 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 Raw Rate = 48.84% while the Adjusted Rate = 80.77% using data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all 18 students graduated from the two Associate of Science Louisiana Transfer concentrations. The data in Table 1 indicates that none were employed in a field appropriate for an ASLT graduate while 10 were continuing their education and seven could not be contacted. As a result the raw rate is $(0+10)/18 = 55.56\%$ while the adjusted rate = $(0+10)/(18-7) = 90.91\%$.

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
Total	129	14	3	1	60	51
Percentages below do not include the academic year under discussion.						
Raw Rate =						48.84
Adjusted Rate =						80.77

Given that the two observed values, 55.56% and 90.91%, both > the historical rates of 48.84% and 80.77%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness recommended monitoring given the data and because the dean, who was to implement an improvement plan, left LSUE in the summer of 2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASLT 23-24 Maintain an Effective Associate of Science Louisiana Transfer Program

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Associate of Science Louisiana Transfer (ASLT)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Professional Competency

Objective Number: 5.1

Start: 11/1/2023

End: 10/31/2024

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

[The 10 NAEYC Program Standards_NAEYC.pdf](#)
[Syllabus EDCI 2900 SP24.pdf](#)
[Syllabus EDCI 2020 FA23.pdf](#)
[Syllabus EDCI 2027 SP 24.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 of 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 2022-2023, this objective was met.

EDCI 2900

For the AY 2023-2024, there were two students registered in EDCI 2900 on the census day for Spring 2024. A total of one student was evaluated. One student did not complete the course and was not evaluated.

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

For EDCI 2900 SLO 2, one student 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 5.0 > the established benchmark of 3.00

For objective 2, the observed mean of 4.91 > the established benchmark of 3.00

The overall observed mean of 4.96 > the established benchmark of 3.00. As a result, this section of the objective is met.

EDCI 2020

For AY 2023-2024, there were four students registered in EDCI 2020 on the census day for Fall 2023. All four students were evaluated.

For objective 1, all students were assessed using online chapter tests aligned with text topics on the stages of young children's development and learning environments.

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 81.04% > the established benchmark of 70%.

For objective 2, the observed mean of 88.05% > the established benchmark of 70%.

The overall observed mean of 84.45% > the established benchmark of 70%. As a result, this section of the objective is met.

EDCI 2027

For AY 2023-2024, there were three students registered in EDCI 2027 on the census day for Spring 2024. 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 70% = the established benchmark of 70%.

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

Outcome 3: The observed mean of 86.5% > the established benchmark of 70%.

Outcome 4: The observed mean of 90% > the established benchmark of 70%.

The overall observed mean of 81.6% > the established benchmark of 70%. As a result, this section of the objective is met.

Summary

Given that the observed values from

- EDCI 2020 = 84.45 > the established benchmark of 70%
- EDCI 2900 = 4.91 > the established benchmark of 3.
- EDCI 2027 = 81.6 % > 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 2027 SP 24 SAMPLE 2.pdf](#)

[EDCI 2027 SP 24 SAMPLE 1.pdf](#)

[EDCI 2900 Sample Student SP24.pdf](#)

[EDCI 2900 Sample Supervisor SP24.pdf](#)

[EDCI 2020 FA 23 SAMPLE 1.pdf](#)

[EDCI 2020 FA23 SAMPLE 2.pdf](#)

Section 4: Improvement Plan/ Changes Made:

EDCI 2020

The improvement plan for Fall 2024 includes continuing to monitor student progress on exams and observations since the objective has been met for several semesters now.

EDCI 2027

The improvement plan for Spring 2025 includes using more real-life classroom scenarios to help with students' understanding of literacy development and classroom demonstrations and more field experience using literacy tests.

EDCI 2900

The improvement plan for Spring 2025 includes identifying areas of improvement and resources for professional development and further instruction on anticipating and handling problem behaviors in the classroom.

Attached Files

[EDCI2027 SLO-Reporting-Form Spring 2024.pdf](#)

[EDCI 2900 SLO-Reporting-Form sp24.pdf](#)

[EDCI 2020-SLO-Reporting-Form fall 23.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CDYC 23-24 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Retention

Objective Number: 5.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

Section 1: Objective With Intended Outcomes:

Retain new first-time students declaring their chosen as major as Care and Development of Young Children (CDYC).

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 2021 to fall 2022 with 105 new first-time students entering the CDYC and 44 being retained for a retention value of 41.90% (see Table 1). Removing the nine students who changed their major in the first year reduces the total n to 96 to produce an adjusted retention of 45.83%.

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		
Totals	105	44	9	41.90	45.83

As a result, between 41.90% and 45.83% will be used as the benchmark from historical data for the program.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 15 new first-time students declaring their major as the Associate of Science in the Care and Development of Young Children. A total of 8 were retained for a rate of 53.33%. One student changed her major in the first year, so the adjusted rate is 57.14% removing the one student from the total n.

Given that the observed retention between 53.33% and 57.14% > the historical retention of 49.90% - 45.83%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of IE suggests that retention be monitored since it was met two years in a row.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CDYC 23-24 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Placement

Objective Number: 5.3

Start: 11/1/2023

End: 10/31/2024

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 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 raw rate = 50.98% while the adjusted rate = 76.47% using data from AY 2012-2013 through spring 2022 (see Table 1).

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met. The improvement plan was to monitor due to a low number of graduates ($n = 1$).

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all five students graduated from the Associate in Science in the Care and Development of Young Children program. The data in Table 1 indicates that two were employed in the field while three were continuing their education. As a result the raw rate is $(2+3)/5 = 100.00\%$ while the adjusted rate = $(2+3)/(5-0) = 100.00\%$.

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
Total	51	3	22	5	4	17
Percentages below do not include the academic year under discussion.						
Raw Rate =					50.98	
Adjusted Rate =					76.47	

Given that the observed values are 100% > the historical adjusted rate of 76.47%, this objective is met keeping in mind an n = 5.

Section 4: Improvement Plan/ Changes Made:

Monitor given that the outcome was met.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CDYC 23-24 Maintain an effective Care and Development of Young Children (CDYC) Associate of Science (AS) program.

Goal Number: 5

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Chemical Technician (CTS)

CCHT 23-24 (CTS) Professional Competency

Objective Number: 7.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 2022-2023, this objective was delayed due to only having two students enrolled.

For AY 2023-2024, no students were enrolled in the program for fall 2023 while one was enrolled for spring 2024. As a result, no data was collected with an n = 1.

Results are inconclusive and this outcome is delayed.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CCHT 23-24 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 7

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (CTS) Placement

Objective Number: 7.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 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.

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 2022-2023, this objective was delayed due to no graduates during Summer or Fall 2021 and Spring 2022. See Improvement Plan in AY 22-23.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. No students completed the Certificate of Chemical Technician during that time span. As a result, there is no data to report.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CCHT 23-24 Maintain an Effective Chemical Technician (CCHT) Certificate of Technical Studies (CTS) Program

Goal Number: 7

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Chemical Technician (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (CTS) Professional Competency

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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.

Note that the word "demonstrate replaces the word become proficient in" because demonstrate is clearer.

Program outcomes reviewed February July 8, 2024.

Attached Files

[ACCT2001-Syllabus-Sp-24.pdf](#)

[ACCT2105-Syllabus-Sp-24.pdf](#)

[ACCT2101-Syllabus-Sp-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 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.

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 2022-2023, this objective was met.

For AY 2023-2024, there were three face-to-face sections offered at the LSUE face-to-face site only and three full-term online sections of **ACCT 2001** (Introduction to Financial Accounting). Note that no sections were offered at any other face-to-face sites or 8-week online. There were 150 students enrolled on the census dates for the fall and spring semesters with 127 (84.7%) of them being directly assessed for student learning. The results on the student learning outcomes were (see selected SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 90.1% (compared to 91.8% for AY 2022-2023)
- 1-Financial statements = 88.3% (compared to 90.9% for AY 2022-2023)
- 2-Journalize transactions = 92.2% (compared to 91% for AY 2022-2023)
- n = 127 (compared to 92 students for AY 2022-2023)
- **Overall LSUE face-to-face only** = 90.5%
- 1-Financial statements = 89.4%
- 2-Journalize transactions = 91.6%
- n = 65
- **Overall Online full-term students only** = 89.6%
- 1-Financial statements = 87.1%
- 2-Journalize transactions = 92.8%
- n = 62

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 90% overall, 88% on financial statements, and a 92% on journalizing transactions. Comparing AY 2023-2024 data with the scores from AY 2022-2023 found that students in AY 2023-2024 performed similarly to the students from last AY.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2023-2024 with two being full-term online and two being at the LSUE face-to-face site. No sections were offered at any other location or via the 8-week method. In all, a total of 95 students were enrolled on the 14th class day with 93 (97.9%) students being assessed for SLOs. The results were as follows (see the SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 91.2% (compared to 90.3% for AY 2022-2023)
- 1-Production cost report = 90.8% (compared to 88.8% for AY 2022-2023)
- 2-Breakeven point = 90.5% (compared to 91.7% for AY 2022-2023)
- n = 93 (compared to 63 students for AY 2022-2023)
- **Overall face-to-face only** = 95.6%
- 1-Production cost report = 93.4%
- 2-Breakeven point = 95.2%
- n = 41
- **Overall full-term online only** = 87.7%
- 1-Production cost report = 88.7%
- 2-Breakeven point = 86.7%
- n = 52

As the data indicates, face-to-face students scored slightly higher than did online during AY 2023-2024. Overall comparison shows a 91.2% in the current year to an 90.3% last year. The overall results also indicate that the results for the individual SLOs were mixed (1 slightly higher; Number 2 slightly lower) when compared to the results from AY 2022-2023.

For **ACCT 2105** (Quick Books Accounting with Payroll), there was one online section offered in spring 2023 with a total of eight students enrolled on the census day. Eight (100%) of the eight were assessed for student learning. The results were as follows:

- **Overall full-term online only** = 100% (compared to 95.2% for AY 2022-2023)
- Conducting transactions = 100% (compared to 85.7% for AY 2022-2023)
- Creating reports = 100% (compared to 100% for AY 2022-2023)
- Setting up a company = 100% (compared to 100% for AY 2022-2023)
- n = 8 (compared to 5 students for AY 2022-2023)

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

Given that the observed value for

- ACCT 2001 = 90.1%
- ACCT 2101 = 91.2%
- ACCT 2105 = 100%

> the 70% benchmark, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believed they could do the following to improve (see SLO reports below):

ACCT 2001

- Face-to-face: Tailor lectures to different learning styles
- Face-to-face: Encourage continued communication.
- Online: Comprehensive review prior to giving the assignment.

ACCT 2101

- Face-to-face: Analyzing common mistakes to determine patterns.
- Face-to-face: Encouraging students to ask questions.
- Online: Recommending additional resources.
- Online: Offer virtual office hours.

ACCT 2105

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

Attached Files

[ACCT2001-FF-SP24-SLOR.pdf](#)

[ACCT2101-FF-SP24-SLOR.pdf](#)
[ACCT2001-Online-FA23-SLOR.pdf](#)
[ACCT2101-Online-SP24-SLOR.pdf](#)
[ACCT2105-Online-Sp24.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATC 23-24 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

ATC 23-24 (CTS) Placement

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 rate = 58.33% and the historical adjusted rate = 73.68% using the data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was inconclusive due to an $n = 1$.

For AY 2023-2024, students completing from summer 2022 through spring 2023 were examined for placement or continuing education. In all, three students completed the Certificate of Accounting Technology, Account Clerk. The data in Table 1 indicates that none of the three could be contacted. Given that, the results are inconclusive because it is unclear whether or not the students were employed. The data is shown in Table 1 for informational purposes.

Table 1. Accounting Technology, Account Clerk, 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	10	1	3	2	4	0
FA 15 - SP 16	2	0	1	0	1	0
FA 16 - SP 17	4	0	0	0	0	4
SP 18 - SU 18	0	--	--	--	--	--
FA 18 - SP 19	5	0	1	1	3	0
SU 19 - SP 20	1	0	0	0	0	1
SU 20 - SP 21	1	0	0	0	1	0
SU 21 - SP 22	1	1	0	0	0	0
SU 22 - SP 23	3	0	0	0	0	3
Total	24	2	5	3	9	5
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =					58.33	
Historical Adjusted Rate =					73.68	

Section 4: Improvement Plan/ Changes Made:

The Director of IE is recommending to the Vice Chancellor for Academic Affairs and Provost that this assessment be embedded into the Management Program's assessment.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATC 23-24 Maintain an effective Accounting Technology - Accounting Clerk (ATC) (CTS) program.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Accounting Technology, Account Clerk (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (CTS) Professional Competency

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 students will demonstrate the skills to meet the challenges of today's business environment as an Administrative Technology Specialist. The program outcomes are upon the completion of the Administrative Technology Specialist Program, the student will:

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

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

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

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

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

Program outcomes updated April 22, 2018.

Attached Files

[BAS 2300 syllabus SP21.pdf](#)

[ISDS 2100.25 Syllabus SP21.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Student learning outcomes (SLOs) for the program will be assessed in ISDS 2100 using a post test.

Outcomes will be assessed in BAS 2300 using various questions on quizzes, unit tests, and the final exam pertaining to each outcome. All students will be assessed regardless 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 2022-2023, this objective was delayed due to no students enrolled in the program.

For AY 2023-2024, this objective is delayed. There were no students enrolled in the program for fall 2023 and only one for spring 2024. With an n = 1, data was not collected as a result this objective is inconclusive.

Section 4: Improvement Plan/ Changes Made:

The program is being revised, and the data went to courses and curriculum during spring 2024.

Attached Files

[New DA CTS Fa 24.pdf](#)

[CC ATS CTS.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATS 23-24 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

ATS 23-24 (CTS) Placement

Objective Number: 3.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 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 = 57.14% and the historical adjusted benchmark = 66.67% based on data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was delayed due to no enrollment in the program.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. There were no students completing the Certificate of Administrative Technology Specialist during the time period being studied so this outcome is delayed, and the results are inconclusive (no students have completed the program since spring 2018).

Section 4: Improvement Plan/ Changes Made:

The program is being updated and passed through courses and curriculum during spring 2024 (see attachments below).

Attached Files

[CC ATS CTS.pdf](#)
[New DA CTS Fa 24.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATS 23-24 Maintain an effective Administrative Technology Specialist (ATS) (CTS) Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Administrative Technology Specialist (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Computer Information Technology (AAS)

CIT 23-24 (AAS) Program Professional Competency

Objective Number: 6.1

Start: 11/1/2023

End: 10/31/2024

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

The SLOs for **CSC 2264: (Introduction to C/C++ Programming)** are: Upon the successful completion of the course, students will:

1. Define problem-solving processes using variables, constants, strings, and assignment statements.
2. Describe the basic concepts of the C and C++ languages.
3. Design, code, and test small C and C++ programs that meet requirements expressed using the Arduino and Code Blocks, respectively.

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

1. Have a basic understanding of network infrastructures, topologies and their functions.
2. Be able to recognize, secure and maintain network security threats.
3. Understand how to configure, secure and maintain various network infrastructures.

Attached Files

[CSC2340 Syllabus FA23.pdf](#)

[CSC 2253 syllabus FA23.pdf](#)

[CSC 2264 Syllabus FA23.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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

For **CSC 2264--Introduction to C/C++ programming**: Course outcomes will be assessed in the following manner: These outcomes will be assessed using the comprehensive multiple choice/fill-in-the-blank quizzes, programs coded, hands on exercises, mid-term and final exams.

For **CSC 2340--Network Infrastructure**: Course outcomes will be assessed in the following manner: These outcomes will be assessed using weekly discussions, labs, quizzes, a midterm exam, and a final exam.

Note that all students will be assessed regardless if the section is offered **online or face-to-face**.

Benchmark is set at 70% because it is the lowest average (C) grade at LSU Eunice that might transfer to a four-year institution.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there was one face-to-face section of **CSC 2253 (Systems Analysis and Design)** offered at the LSUE site only during fall 2023 with a total of 15 students registered on census day. There were no online sections, sections offered at other sites, or during spring. Using comprehensive multiple choice/fill-in-the-blank quizzes, mid-term and final exams, the SLO results were (see CSC2253 SLO PDF file attached in the Improvement Plan below):

- Overall (LSUE face-to-face) = 94.5% (for AY 2022-2023, it was = 90.6%)
- Define the role = 96.9% (for AY 2022-2023, it was = 97.7%)
- Stages of system development = 99.9% (for AY 2022-2023, it was = 81.9%)
- SA&D Techniques and methods = 86.6% (for AY 2022-2023, it was = 92.2%)
- n = 15 (100%) out of the 15 students registered.

For **CSC 2264 (Introduction to C/C++ Programming)**, there was one face-to-face section offered at LSUE only during fall 2023 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) = 91.4% (for AY 2022-2023, it was = 89.9%)
- Define problem solving processes in C++ programs = 88.6% (for AY 2022-2023, it was = 73.2%)
- Describing concepts of C++ = 93.6% (for AY 2022-2023, it was = 70%)
- Testing code and small programs = 92.0% (for AY 2022-2023, it was = 70%)
- 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 5 students enrolled on census day for fall 2023 (see attached file below).

- Overall (online) = 82% (for AY 2022-2023, it was = 82%)
- Network infrastructure, topologies = 85% (for AY 2022-2023, it was = 93%)
- Network security = 75% (for AY 2022-2023, it was = 82%)
- Configure and maintain network infrastructures = 82% (for AY 2022-2023, it was = 81%)
- n = 4 (80%) out of the 5 students registered.

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

Given that the observed score on the SLO assessments of

- 94.5% in CSC 2253
- 94.1 in CSC 2264
- 82% in CSC 2340

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

Section 4: Improvement Plan/ Changes Made:

Even though faculty met their objectives, they believe they can improve instruction by:

CSC 2253

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

CSC 2264

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

CSC 2340

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

Director of IE's Note: These are the same improvement plans from last year....need to send an email that repetition of the same plan is not permitted.

In response to the Director of IE's note, the Program coordinator updated the improvement plans to:

CSC 2253

- Utilize data analytic tools to identify trends, patterns, and areas for improvement in student learning outcomes
- Make use of rubrics for grading final group project

CSC 2264

- Provide books for more advanced Arduino projects
- Include advanced critical thinking coding problems for C++ portion of course

CSC 2340

- Hands-on assignments to enhance material taught from the publisher
- Prepare students for secondary exam certification

Attached Files

[SLO CSC 2253 FA23.pdf](#)

[SLO CSC 2264 FA23.pdf](#)

[CSC 2340 SLO Report FA23.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CIT 23-24 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Retention

Objective Number: 6.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Computer Information Technology (AAS)

Section 1: Objective With Intended Outcomes:

Maintain Fall-to-Fall retention of new first-time students declaring their chosen major as Associate of Applied Science in Computer Information Technology (CIT).

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 2021 to fall 2022 with 111 new first-time students entering the Associate of Applied Science in Computer Information Technology and 54 being retained for a rate of 48.65% (see Table 1). As shown in Table 1, four students changed their major in the first year. Adjusting the total n from 111 to 107 with 54 retained yields an adjusted rate of 50.47%.

Table 1. Computer Information Technology Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	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
Totals	111	54	4	48.65	50.47

Given the results in Table 1, the historical benchmark is between 48.65% to 50.47%.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 15 new first-time students declaring their major as the Associate of Applied Science in Computer Information Technology. A total of nine were retained for a rate of 60.00%. One student changed his major in the first year, so the adjusted rate is 64.29% removing the one student from the total n of 15.

Given that the observed retention range of 60.00% to 64.29% > the historical benchmark range between 48.65% to 50.47%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring retention given this is the second year the objective was met.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CIT 23-24 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Placement

Objective Number: 6.3

Start: 11/1/2023

End: 10/31/2024

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 = 42.48% and the historical adjusted benchmark = 52.75% using data from AY 2012-2013 through spring 2022 (see Table 1 in the Progress Report).

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was not met. See Improvement Plan in AY 2022-2023. (need to verify the plan was done from 22-23).

For AY 2023-2024, students graduating from summer 2022 through spring 2023 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 two were continuing their education. As a result the observed raw rate is $(2+2)/5 = 80.00\%$ while the observed adjusted rate = $(2+2)/(5-0) = 80.00\%$.

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
Total	113	26	22	17	26	22
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						42.48
Historical Adjusted Rate =						52.75

Given that the observed raw and adjusted rates > the historical adjusted rate of 52.75%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Continue to build relationships with technology businesses.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CIT 23-24 Maintain an effective Computer Information Technology (CIT) (AAS) program.

Goal Number: 6

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Computer Information Technology (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Professional Competency

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2023-2024 assessments, the Program Director assesses the students in the program from fall 2022 completing it in summer 2023.

Diagnostic Medical Sonography (DMS) students will demonstrate competency as entry practitioners.

Per Joint Review Committee on Diagnostic Medical Sonography (JRCDMS), the outcomes associated with the program are as follows.

Upon the conclusion of the Associate of Applied Science (AAS) in DMS program, students will:

1. Perform sonographic exams on the abdomen, superficial parts, obstetrics, and gynecology.
2. Maintain patient safety and confidentiality.
3. Understand and apply sonographic principles and instrumentation.

The student learning outcomes (SLOs) for the program are as follows. Students will:

1. Know and understand the basic principles in sonographic imaging of the abdominal cavity and superficial structures.
2. Perform sonographic exams under guidance from clinical preceptor on the abdominal viscera and superficial structures with basic skills learned in scan lab.

3. Know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy.
4. Perform sonographic exams under guidance from clinical preceptors on obstetrical and gynecological patients.
5. Demonstrate appropriate behaviors related to patient care.

Attached Files

[DMS1091 - Clinical Practicum I - Syllabus - Fall 2022.pdf](#)

[DMS2092 - Clinical Practicum II - Syllabus - Spring 2023.pdf](#)

[DMS 2093 Clinical Practicum III - Summer 2023.pdf](#)

[Clinical Competency Rubric.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 2022) (see file above)

SLO 2 & 4 are assessed upon conclusion of Clinical Practicum III (DMS 2093 - Summer 2023) 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 2022) (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 2023) 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 2023. Data runs one year behind so that IE deadlines can be met.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, (graduating class of summer 2023), a total of nine students were selected into the Associate of Applied Science Diagnostic Medical Sonography program. Eight (89%) students successfully completed the program in August of 2023. One student withdrew in Fall 2022 for personal reasons. All the remaining eight students were assessed using the methods described above.

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

Students will:

1. Know and understand the basic principles in sonographic imaging of the abdominal cavity and superficial structures. All students were assessed in the classroom using the final exam for Clinical Practicum I (DMS 1091). Eight (100%) out of 8 students scored the minimum 77% with a mean = 90.13%.
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 = 95.58%. (See File 2 below)
3. Know and understand the basic principles in sonographic imaging of the fetus and extrafetal-intrauterine normal and abnormal anatomy. All 8 students were assessed in the classroom using the final exam for Clinical Practicum II (DMS 2092) and the final exam for Clinical Practicum III (DMS 2093). Eight (100%) of the 8 students scored the minimum 77% with a mean = 90.16% for Clinical Practicum II (DMS 2092) and a mean = 93.49% for Clinical Practicum III (DMS 2093). Combined mean score = 91.83%
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 = 98.89%. (See File 2 below) **Mean average from 2023 to 2024 improved 2.1% after implementation of ScanTrainer in DMS Lab II as a part of the Improvement Plan from AY2022-2023.*
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 = 99.07% (See File 1 below)

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

Attached Files

[File 1: Clinical Evaluation of Student.pdf](#)

[File 2: Competency Scores.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Evaluation of SLO's for IE AY 2023-2024 (2023 Cohort) incorporated data from the abdominal, the gynecological and obstetrical, and superficial structures portions of the program. The use of ScanTrainer in DMS Lab II (DMS 2012) yielded a positive improvement in student competency scores for the Obstetrical/Gynecological (OB/Gyn) concentration. The DMS program faculty will incorporate the use of ScanTrainer in DMS Lab I (DMS1011) in Fall 2024 to enhance students' psychomotor skills in the abdominal and superficial structures components of the program. Will monitor effectiveness through student feedback and lab course evaluations as well as through performance on clinical competencies.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 23-24 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start:11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Completion Rate

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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 2023. Data runs one year behind so that IE deadlines can be met.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of ten (9) students were selected into the AAS DMS program. Eight (8) out of nine (9) students (89%) successfully completed all DMS courses for the program with a 77% or higher at the conclusion of the Summer 2023 semester. The remaining one student (1) voluntarily withdrew during the Fall 2022 semester for personal reasons.

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

Student pass rates (credential success) supplied by the ARDMS as of 10/13/2023 for the eight (8) students successfully completing the DMS program are as follows:

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

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

8 students attempted Abdomen (AB) registry. All 8 students passed = 100%

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

[2023 Cohort 10.13.2023_Redacted.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Sonographic Principles and Instrumentation (SPI), Obstetrics and Gynecology (OB/Gyn), and Abdomen (AB) registry pass rates were at 100% for AY 2022-2023. All eight (8/8) graduates attempted each exam (SPI, AB, OB/Gyn) and successfully passed each exam on first attempt. Abdomen registry pass rates improved from 85.7% to 100% following the implementation of dedicated abdominal sonography registry review content in Abdomen II (DMS2011). 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 JRCDS.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 23-24 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Diagnostic Medical Sonography (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Employment

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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 2023. Data runs one year behind so that IE deadlines can be met.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, 6/8 (75%) of DMS program graduates from Summer 2023 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

[Anonymous - Graduate Surveys.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 2023-2024, 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

[Anonymous - Employer Surveys.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DMS 23-24 (AAS) Maintain an effective Diagnostic Medical Sonography Associate of Applied Science Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed
 Provided By: Diagnostic Medical Sonography (AAS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 the 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

Outcomes for AY 2023-2024: As a result of successful completion of this course the student will:

1. Identify and describe the roles and duties pertinent to being a healthcare manager.
2. Identify and describe the legal & ethical issues pertinent to managing a medical office.
3. Discuss differences between managing various employee types and demonstrate an understanding of how policies & procedures can create a safe environment for all.
4. Discuss appointment scheduling types and their connection to effective medical record review.
5. Identify and describe insurance plans and its relation to claims and billing.
6. Describe the importance of maintaining a positive cash flow in the medical office.
7. Identify quality improvement & risk management and discuss the differences between each and their impacts.

Outcomes for AY 2024-2025: 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.

Rationale: HCM 2601 Course is an LSU Online course and was completely revised because it was out of date (see attachment below).

HCM 2630: Aging and Long-term Care

Old outcomes: Upon the conclusion of the course, the student will:

1. Demonstrate a broad understanding of the variety of healthcare delivery services.
2. Identify the similarities and differences between quality assurance and continuous quality improvement
3. Communicate, through an interview, a variety of issues that surround health care facilities such as licensure/accreditation, quality control, and health care reform.

New outcomes: 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 surround healthcare facilities.

Rationale: Outcomes 1 and 2 remain largely unchanged while outcome 3 was replaced. This is based on a new instructor taking the courses. She noted that the syllabus was incorrect when she took the course and will correct it for AY 2023-2024.

HCM 2650: Medical Law and Ethics

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

- a. 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.
- b. health care delivery systems, key trends in healthcare, conflict management, medical records, and professional liability insurance.

Outcomes updated fall 2022. Scheduled update for 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

[HCM2601-Syllabus-Sp24.pdf](#)

[HCM2650-Syllabus-FA23.pdf](#)

[HCM 2601 updated summer 2024.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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

While the Health Sciences program is a blend of face-to-face courses and online courses, the Health Care Management courses used to assess the program are **online in a 16-week or 8-week format**. They are typically not offered face-to-face at the LSU Eunice site.

The courses will assess outcomes by:

HCM 2601: Fundamentals of Healthcare Management: These outcomes will be assessed by using quizzes, discussion forums, real-world application assignments, and a mid-term and/or final exam.

HCM 2630: Aging and Long-term Care:

1. Course examination, quizzes/assignments and/or forum discussion.
2. Course examination, quizzes/assignments and/or forum discussion.
3. A power point presentation that provides feedback acquired through an interview process with the healthcare facility of their choice.

Note that the new instructor may update the methodology for HCM 2630.

HCM 2650: Medical Law and Ethics: Quizzes, Mid-term, and/or Final exams.

The benchmark for the assessment is 70% which is the lowest average grade that will transfer to a four-year institution of higher education.

Attached Files

[HCM2601-Syllabus-Sp24.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024,

HCM 2601: Fundamentals of Healthcare Management: There were seven sections of the course offered online in fall 2023 and spring 2024 with 139 students enrolled on census day. A total of 93 (66.9%) of the students were assessed. One faculty member turned in one data point for seven outcomes; those results were deemed unusable. In addition, another faculty member did not turn in any data for the spring 2024 semester; both issues were inadvertent. The results from the available data were:

Overall = 83.21%

Outcomes 1 and 2: roles and issues = 84.47%

Outcomes 3 and 4: employee types and scheduling types = 81.75%

Outcome 5 and 6: insurance, claims, billing, and cash flow = 81.00%

Outcome 7: Discuss quality and risk = 84.73%

n = 93

HCM 2630: Aging and Long-Term Care: Two full 16-week online sections were offered during AY 2023-2024 with 28 registered on census dates and 0 (0%) assessed for student learning because the new faculty member, through no fault of her own, was given an older syllabus for the course. She will update and have updated outcomes to the coordinator and Director of IE as fall 2024 begins. The results were:

Overall = no data

1. Healthcare delivery = no data

2. Quality assurance and quality improvement = no data

3. Health care issues = no data

n = 0

HCM 2650 (Medical Law and Ethics): One online section was offered in the fall semester and one in spring. In all, 28 students were enrolled in the two online sections of the course on the census day for the fall and spring semesters. A total of 28 (100%) of the students were assessed. The results were:

Overall = 93.27%

A. Law and ethics, law issues, courts, and contracts = 93.87%

B. Health care issues and delivery systems, consumer issues, and insurance = 92.61%

n = 28

Students in the two different courses did well in AY 2023-2024 regardless of the course or instructor.

Given that the observed results for HCM 2601 and HCM 2650 of

- HCM 2601 = 83.21% \geq the established 70% benchmark,
- HCM 2630 = no data, and
- HCM 2650 = 93.27% \geq the 70% benchmark

this objective is partially met given that part of the data was missing.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, the faculty believed they can increase effectiveness by (see documents below):

HCM 2601:

- inform students about substantive responses to posts
- communicate with students missing discussion posts
- remind students to read instructions
- remind students of the types of questions found on exams
- remind students of time constraints on exams

HCM 2630: Not assessed.

HCM 2650:

- use case studies
- modify final exam to varying degrees of difficulty

Attached Files

[HCM2601-Sp24-8-wk.pdf](#)

[HCM2650-Fa23-16-wk.pdf](#)

[HCM2601-Fa23-8-wk.pdf](#)

[HCM2650-Sp24-16wk.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 23-24 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Health Sciences (AS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 (AS) Retention

Objective Number: 1.2
Start: 11/1/2023
End: 10/31/2024
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) from fall to fall within the Health Sciences, and 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 will be averaged based tentatively on a historical benchmark. The program was implemented in fall 2021 with two students being admitted as new first-time students. Both students were retained to fall 2022 producing a rate of 100%. Given the $n = 2$, it was decided that the benchmark is not yet determined.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were four new first-time students declaring their major as the Associate Science in Health Sciences with one (25%) of them being retained to fall 2023. None of the new students changed their major.

Given an $n = 4$, the results of this objective are inconclusive.

Section 4: Improvement Plan/ Changes Made:

Given the limited data and inconclusive results for AY 2023-2024, data will continue to be collected and evaluated. Assessment strategies will be reevaluated in AY 2024-2025 if results remain inconclusive.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 23-24 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Placement

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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 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.

Given that this program was implemented in fall 2021, there is limited historical data (one year) that can be used to calculate the benchmark (see Table 1). The data from one year of the program yielded a historical raw rate of 66.67% and a historical adjusted rate of 100.00%; however, this data is based on three students (see Table 1).

Attached Files
[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all, 14 students graduated from the Associate of Science in Health Sciences program. The data in Table 1 indicates that one was employed in the field while five were continuing their education and four could not be contacted. As a result, the observed raw rate is $(1+5)/14 = 42.86\%$ while the observed adjusted rate = $(1+5)/(14-4) = 60.00\%$.

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
Total	3	0	0	0	2	1
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						66.67
Historical Adjusted Rate =						100.00

Given that the benchmarks are set on an n = 3 and approximately 30 students are needed to normalize the data, this objective is partially met because the AY 2022-2023 data may actually be more realistic than AY 2021-2022.

Section 4: Improvement Plan/ Changes Made:

Collect additional data and continue normalizing historical benchmarks.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HS 23-24 Maintain an Effective Health Science (HS) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Health Sciences (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (CTS) Professional Competency

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

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):

1. Define what a supervisor is
2. Describe corporate social responsibility, ethics, and sustainability
3. Explain diversity, its challenges, and implications

MGMT 2260 Human Resources Management - Upon completion of this course, the student will (see file below):

1. Demonstrate knowledge of HR environment
2. Demonstrate knowledge of HR decision-making
3. Demonstrate knowledge of HR basics

Program outcomes reviewed February 9, 2024.

Attached Files

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

[HRM-MGMT2260-syllabus-Sp23.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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 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 2022-2023, this objective was met.

For AY 2023-2024, **MGMT 2251** was offered in fall 2023 only with 16 students enrolled in a full-term online section. MGMT 2251 was not offered at any face-to-face location or 8-week online. A total of 16 (100.0%) of the 16 students were directly assessed for student learning scoring and scored the following (see PDF file in the Improvement Section):

- overall = 88% (compared to 82% in AY 2022-2023)
- 1-defining supervisor = 88% (compared to 82% in AY 2022-2023)
- 2-corporate responsibility = 88% (compared to 76% in AY 2022-2023)
- 3-diversity = 89% (compared to 88% in AY 2022-2023)
- n = 19 (compared to 19 students in AY 2022-2023)

Results for the 19 students indicated students in AY 2023-2024 performed above that of AY 2022-2023, with an overall of 88%

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

- Combined overall = 88.9% (compared to 86.4% in AY 2022-2023)
- 1-Knowledge of HR = 90.0% (compared to 86.4% in AY 2022-2023)
- 2-HR decision making = 88.1% (compared to 87.5% in AY 2022-2023)
- 3-Knowledge = 88.1% (compared to 87.3% in AY 2022-2023)
- n = 26 (compared to 26 students in AY 2022-2023)

Comparing the two academic years, the AY 2023-2024 results are lightly higher than AY 2022-2023 comparing 88.9% to 86.4%. The greatest gain was in the knowledge in HR which then to an increase in the overall.

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

- 88.0% for MGMT 2251 and
- 88.9% 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: send out periodic course updates, provide weekly feedback, and encourage participation.

MGMT 2260

- Fall online: send out periodic course updates, provide weekly feedback, and encourage participation.
- Spring online: encourage students to read the chapters; provide more feedback to student responses; directly message students to deal with issues.

Attached Files

[Fa 23 MGMT 2260 16-wk Online.pdf](#)

[Fa 23 MGMT 2251-16-wk Online.pdf](#)

[Sp 24 MGMT 2260 16-wk Online.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HRM 23-24 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources Management (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

HRM 23-24 (CTS) Placement**Objective Number: 4.2****Start: 11/1/2023****End: 10/31/2024****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 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 rate = 48.7% and the historical adjusted rate = 75.0% based on data from AY 2012-2013 through spring 2022.

Attached Files

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

For AY 2022-2023, this objective was partially met - marked as such because of the low number of completers in AY 2021-2022 (n = 6) and the overall number of completers (n = 31).

For AY 2023-2024, students completing from summer 2022 through spring 2023 were examined for placement or continuing education. In all five students completed the Certificate in Human Resources Management 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 $(0+1)/5 = 20.00\%$ while the observed adjusted rate = $(0+1)/(5-3) = 50.00\%$.

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
Total	37	6	8	0	10	13
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						48.65
Historical Adjusted Rate =						75.00

Given that the observed raw and adjusted rates are < the historical raw and adjusted rates, this objective is inconclusive with an n = 5.

Section 4: Improvement Plan/ Changes Made:

An increase in the number of students completing the program is needed to draw any reasonable conclusions.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HRM 23-24 Maintain an effective Human Resource Management (CTS) program

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024
 Progress: Completed
 Provided By: Human Resources Management (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 (AAS) Professional Competency

Objective Number: 7.1

Start: 11/1/2023

End: 10/31/2024

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):

1. Explain the history of management
2. Describe ethics and social responsibility
3. Summarize global management

MKTG 2999: Principles of Marketing - Upon completion of this course, the student will (see file below):

1. Describe the basic terms and facts associated with marketing
2. Discuss the concepts and principles associated with marketing
3. Apply marketing principles to related assignments

Reviewed on April 3, 2024

Attached Files

[ISDS 2100 Syllabus.pdf](#)

[MGMT 2999 SYLLABUS.pdf](#)

[MKTG 2999 Syllabus.pdf](#)

[ACCT2001-Syllabus-Sp-24.pdf](#)

[ACCT2101-Syllabus-Sp-24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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

- LSU Eunice 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.

Questions will be developed from:

1. ACCT 2001 Introduction to Financial Accounting - assignments and exams.
2. ACCT 2101 Introduction to Managerial Accounting - assignments and exams.
3. ISDS 2100 Microcomputer Applications in Business - assignments, projects, readings, or 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 2022-2023, this objective was met.

For AY 2023-2024, there were three face-to-face sections offered at the LSUE face-to-face site only and three full-term online sections of **ACCT 2001** (Introduction to Financial Accounting). Note that no sections were offered at any other face-to-face sites or 8-week online. There were 150 students enrolled on the census dates for the fall and spring semesters with 127 (84.7%) of them being directly assessed for student learning. The results on the student learning outcomes were (see selected SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 90.1% (compared to 91.8% for AY 2022-2023)
- 1-Financial statements = 88.3% (compared to 90.9% for AY 2022-2023)
- 2-Journalize transactions = 92.2% (compared to 91% for AY 2022-2023)
- n = 127 (compared to 92 students for AY 2022-2023)
- **Overall LSUE face-to-face only** = 90.5%
- 1-Financial statements = 89.4%
- 2-Journalize transactions = 91.6%
- n = 65
- **Overall Online full-term students only** = 89.6%
- 1-Financial statements = 87.1%
- 2-Journalize transactions = 92.8%
- n = 62

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 90% overall, 88% on financial statements, and a 92% on journalizing transactions. Comparing AY 2023-2024 data with the scores from AY 2022-2023 found that AY 2023-2024 students performed similarly to the students from last AY.

For **ACCT 2101** (Introduction to Managerial Accounting), there were four sections offered during AY 2023-2024 with two being full-term online and two being at the LSUE face-to-face site. No sections were offered at any other location or via the 8-week method. In all, a total of 95 students were enrolled on the 14th class day with 93 (97.9%) students being assessed for SLOs. The results were as follows (see the SLO Report PDFs in the Improvement Section):

- **Overall both face-to-face and online** = 91.2% (compared to 90.3% for AY 2022-2023)
- 1-Production cost report = 90.8% (compared to 88.8% for AY 2022-2023)
- 2-Breakeven point = 90.5% (compared to 91.7% for AY 2022-2023)
- n = 93 (compared to 63 students for AY 2022-2023)
- **Overall face-to-face only** = 95.6%
- 1-Production cost report = 93.4%
- 2-Breakeven point = 95.2%
- n = 41
- **Overall full-term online only** = 87.7%
- 1-Production cost report = 88.7%
- 2-Breakeven point = 86.7%
- n = 52

As the data indicates, face-to-face students scored slightly higher than did online during AY 2023-2024. Overall comparison shows a 91.2% in the current year to an 90.3% last year. The overall results also indicate that the results for the individual SLOs were mixed (number 1 slightly higher; number 2 slightly lower) when compared to the results from AY 2022-2023.

Next, **ISDS 2100** (Microcomputer Applications in Business) had two full-term face-to-face and two full-term online sections during AY 2023-2024. No sections of ISDS 2100 were offered at any of the LSUA face-to-face sites or during the 8-week accelerated online sessions. A total of 95 students were registered on census day of each semester. Of those, 91 (95.8%) of the students were directly assessed for student learning. The results were:

- **Overall**, = 86.5% (compared to 86.6% for AY 2022-2023)
- 1-Word = 85.0% (compared to 86.1% for AY 2022-2023)
- 2-Excel = 82.1% (compared to 81.0% for AY 2022-2023)
- 3-PowerPoint = 91.7% (compared to 92.7% for AY 2022-2023)
- n = 83 (compared to 79 students for AY 2022-2023)
- **Face-to-face overall (two sections)** = 88.4%
- 1-Word = 87.4%
- 2-Excel = 85.4%
- 3-PowerPoint = 92.8%
- n = 35
- **Online overall (two 16-week sections)**, = 85.4%

- 1-Word = 83.6%
- 2-Excel = 80.0%
- 3-PowerPoint = 91.1%
- n = 56

Students in the ISDS 2100 sections performed well, achieving an 86.5% overall. In comparing the AY 2023-2024 results with the year before, both groups of students performed in a similar fashion. In addition, the face-to-face sections during AY 2023-2024 performed slightly higher than the online sections.

For **MGMT 2999** (Principles of Management), two online full-term sections were offered during AY 2023-2024 - one in fall and one in spring. No face-to-face or 8-week accelerated sections were offered. A total of 44 students enrolled on census day for each semester with 42 (95.5%) being directly assessed for student learning. The results were:

- **Overall, for the two online sections** = 90.8% (compared to 91.3% for AY 2022-2023)
- 1-History = 94.6% (compared to 91.2% for AY 2022-2023)
- 2-Ethics and social responsibility = 90.4% (compared to 89.9% for AY 2022-2023)
- 3-Global management = 93.4% (compared to 91.4% for AY 2022-2023)
- n = 42 (compared to 31 students for AY 2022-2023)

Students in the two full-term online sections scored an overall 90.8%; this being slightly lower than the overall score from AY 2022-2023. The weighted scores were slightly higher. Taken as a whole, it appears as if the two groups of students performed very close to one another.

Finally, two full-term online sections of **MKTG 2999** (Principles of Marketing) were offered during AY 2022-2023 with a total of 43 students enrolled on the census day for each semester. Note that no sections of MKTG 2999 were offered face-to-face or during the 8-week accelerated online sessions. A total of 40 (93.0%) of the 43 students were directly assessed for SLOs during the two semesters. The results are as follows:

- **Overall, for both online courses** = 92% (compared to 91% for AY 2022-2023)
- 1-Describe marketing terms and facts = 92% (compared to 91% for AY 2022-2023)
- 2-Understand marketing concepts = 90% (compared to 91% for AY 2022-2023)
- 3-Apply marketing principles = 93% (compared to 92% for AY 2022-2023)
- n = 40 (compared to 22 students for AY 2022-2023)

Students scored an overall 92% for AY 2023-2024; this being slightly higher than the 91% scored in AY 2022-2023. The data shows that students from the two academic years scored similarly.

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 = 90.1%
- ACCT 2101 = 91.2%
- ISDS 2100 = 85.6%
- MGMT 2999 = 90.8%
- MKTG 2999 = 92.0%

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

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believed they could do the following to improve (see SLO reports below):

ACCT 2001

- Face-to-face: Tailor lectures to different learning styles
- Face-to-face: Encourage continued communication.
- Online: Comprehensive review prior to giving the assignment.

ACCT 2101

- Face-to-face: Analyzing common mistakes to determine patterns.
- Face-to-face: Encouraging students to ask questions.
- Online: Recommending additional resources.
- Online: Offer virtual office hours.

ISDS 2100

- Offer students feedback; go over tests; provide supplementary materials.

MGMT 2999

- Encourage students to participate and offer one-on-one sessions to answer questions.

MKTG 2999

- Increase discussion and use of outside sources.
- Offer Real Life scenarios.

Attached Files

[ACCT2001-Online-FA23-SLOR impr.pdf](#)

[ACCT2101-FF-SP24-SLOR impr.pdf](#)

[ACCT2001-FF-SP24-SLOR impr.pdf](#)

[ACCT2101-Online-SP24-SLOR impr.pdf](#)

[MKTG 2999 FA 23 16-wk Online.pdf](#)

[MGMT 2999 SP24 16-wk Online.pdf](#)

[ISDS 2100 F A23 16-wk Online.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 23-24 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

MGMT 23-24 (AAS) Retention

Objective Number: 7.2

Start: 11/1/2023

End: 10/31/2024

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 2021 to fall 2021 with 239 new first-time students entering the Management Program with 103 being retained for a retention rate of 43.10% (see Table 1). Eight (8) students changed their major within the first year so removing them and generating a total n = 231, the corrected retention is 44.59%.

Table 1. Management Student Retention for Years Indicated					
Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected Retention (%)
Fa 13 - Fa 14	45	22		48.89	
Fa 14 - Fa 15	42	16		38.10	
Fa 15 - Fa 16	39	14		35.90	
Fa 16 - Fa 17	26	13		50.00	
Fa 17 - Fa 18	13	7		53.85	
Fa 18 - Fa 19	22	5		22.73	
Fa 19 - Fa 20	15	7		46.67	
Fa 20 - Fa 21	23	8	5	34.78	44.44
Fa 21 - Fa 22	14	11	3	78.57	100.00
Totals	239	103	8	43.10	44.59

As a result, the retention benchmark is set at 43.10%-44.59% given the historical data.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 25 new first-time students declaring their major as the Associate of Applied Science in Management. A total of 13 were retained for a rate of 52.00%. None of the students changed their major in the first year

Given that the observed retention between 52.00% > the historical retention of 43.10% - 44.59%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness and Accreditation recommends monitoring the retention because this objective was met in the last two years. The department Head agreed.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 23-24 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

MGMT 23-24 (AAS) Placement

Objective Number: 7.3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Management (AAS)

Section 1: Objective With Intended Outcomes:

Upon graduation, Management 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 = 50.62% while the historical adjusted benchmark = 69.10% based on data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was not met (see Improvement Plan and documentation in AY 2022-2023).

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all 15 students graduated from the various Associate of Applied Science in Management program. The data in Table 1 indicates that two were employed in the field while two were continuing their education and six could not be contacted. As a result the observed raw rate is $(2+2)/15 = 26.67\%$ while the observed adjusted rate = $(2+2)/(15-6) = 69.10\%$.

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
Total	243	41	72	14	51	65
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						50.62
Historical Adjusted Rate =						69.10

Given that the observed rates of 26.67% and 44.44% < the historical benchmarks of 50.62% and 69.10%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

Management faculty will ask the student during the advising session of the student's last semester if they are working and/or plan to continue their education. A survey will also be sent to graduating students around the time of graduation when students are most likely still checking their student emails. Now that we have EAB Navigate, a text message can be sent to the students as well.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

MGMT 23-24 Maintain an effective Management (MGMT) Associate of Applied Science (AAS) program

Goal Number: 7

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Management (AAS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Medical Billing and Coding (CTS)

MBC 23-24 (CTS) Professional Competency

Objective Number: 5.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Medical Billing and Coding (CTS)

Section 1: Objective With Intended Outcomes:

Upon completion of the Medical Billing and Coding Program, students will become entry level allied health professionals with the knowledge base and technical skills to process and manage

1. patient records,
2. billing, and
3. insurance claims.

Program Student Learning Outcomes (SLOs)

Upon the conclusion of the Medical Billing and Coding Certificate of Technical Studies Program, students will demonstrate competency in the following:

1. Clinical Classification Systems (assessed in the ALLH 1615 course - see syllabus below)
2. Reimbursement Methodologies (assessed in the ALLH 1620 course - see syllabus below)
3. Health Records and Data Content (assessed in the ALLH 1200 course - see syllabus below)
4. Compliance (assessed in the ALLH 1200 course)

5. Information Technologies (assessed in the ALLH 1200 course)
6. Confidentiality and Privacy (assessed in the ALLH 2625 course - see syllabus below)

Director of IE's Note: The program coordinator notified the Office of IE and Accreditation that assessment for program outcomes 2, 3, 4, and 5 will be assessed in ALLH 2625 because the course is taken toward the end of the program whereas ALLH 1620 and 1200 are taken in the first semester.

Each of these SLOs tie to each program outcome.

Note: The Medical Billing and Coding Program is an online program. As a result, all SLOs are assessed through online courses only.

Director of IE's Note: The program coordinator informed this office that HCM 2650 is no longer part of the program and will be replaced with ALLH 2625 Advanced Coding effective fall 2023. The ALLH 2625 syllabus will be included for fall 2023 and the program assessment will be adjusted as needed.

Director of IE's Note: The Program Coordinator noted verbally that they are being updated as of summer 2023, and provided the syllabi for ALLH 1615, ALLH 1620, and ALLH 1200. The syllabus for ALLH 2625 was not available.

Attached Files

[ALLH1620-Syllabus-Shell.pdf](#)
[ALLH1615-Syllabus-Shell.pdf](#)
[Syllabus ALLH 1200 Sp 24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The faculty have established the following procedures to assess the data for SLOs 1-6 above:

1. Clinical Classification Systems - Assessment will take place using graded assignments, weekly quizzes, and the final exam in ALLH 1615 Diagnostic Coding.
2. Reimbursement Methodologies – Assessment will take place using quizzes, the online simulation, and the final exam in ALLH 1620 Health Insurance and Medical Billing.
3. Health Records and Data Content- Assessment will take place using quizzes or the final exam in ALLH 1200 Health Data.
4. Compliance - Assessment will take place using quizzes or the final exam in ALLH 1200 Health Data.
5. Information Technologies - Assessment will take place using quizzes or the final exam in ALLH 1200 Health Data.
6. Confidentiality and Privacy - Assessment will take place on the midterm and final exam in ALLH 2625 Advanced Medical Coding.

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.

Director of IE's Note: The program coordinator notified the Office of IE and Accreditation that Outcomes 2, 3, 4, and 5 will be assessed in ALLH 2625 effective fall 2024. The methods will not change.

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

For AY 2022-2023, this objective was met. See Improvement Plan in AY 22-23.

For AY 2023-2024

Outcome 1: Clinical Classification Systems Assessed in ALLH 1615 (Diagnostic Coding): Five full-term online sections were offered with two in the fall and three in the spring enrolling 113 students on the census days. In all, 110 (97.4%) of the 113 students enrolled in the three online sections were assessed. The results were:

Overall = 83.5% (grand means weighted by section) (for AY 2022-2023, the result = 87.5%)

History and purpose = 87.9% (for AY 2022-2023, the result = 87.7%)

Coding conventions = 86.6% (for AY 2022-2023, the result = 96.1%)

Coding for organ systems = 84.3% (for AY 2022-2023, the result = 82.5%)

n = 110 (for AY 2022-2023, the n = 58)

Students for AY 2022-2023 performed above the benchmark of 70% and performed similarly to the students in AY 2022-2023 for history and purpose (outcome 1) and coding for organ systems (outcome 3). They also performed lower on the overall (but still in the 80s) and ten percentage points lower on coding conventions (outcome 2).

Outcome 2: Reimbursement Methodologies Assessed in ALLH 1620 (Health Insurance and Medical Billing): Six full-term online sections were offered (three in the fall and three in the spring) with a total of 165 students enrolled in them on census day. In addition, one 8-week section was offered in the spring with a total of five students enrolled, creating a total of 170 students in the course. A total of 155 (80.0%) students were assessed with the results being:

Table 3.SLO results for ALLH 1620 AY 2023-2024 as a Percentage.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	85	85	86
1. Sequence codes	90	90	94
2. Reimbursement	95	95	90
3. Regulations	84	84	96
4. Diagnosis and procedures	73	73	77
Total number of students tested	155	151	4
Total number of sections	7	6	1
Total number of students enrolled as of the census days	170	165	5

The results indicated that the students performed similarly with the 16-week group achieving an 85% and the 8-week group achieving at 86%. For the most part, the groups were approximately four percentage points different except in regulations where the 8-week online group scored 12 percentage points higher. Caution is urged in drawing any conclusions with the 8-week results given the $n = 4$ being tested.

The longitudinal data shows that the students did slightly better in AY 2023-2024 than AY 2022-2023 in all outcomes except regulations. The AY 2023-2024 group performed higher than the longitudinal simple means in all areas except diagnosis and procedures where they were approximately ten percentage points below the longitudinal mean.

Table 4. ALLH 1620 SLO Results as a Percentage							
Student Learning Outcome	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	86	84	84	86	83	85	84.7
1. Sequence codes	84	93	75	84	86	90	85.3
2. Reimbursement	86	77	70	85	89	95	83.7
3. Regulations	86	81	82	85	85	84	83.8
4. Diagnosis and procedures	88	84	94	91	72	73	83.7
Total number of students tested	28	28	38	56	73	155	63

Outcomes 3, 4 and 5: Health Records and Data Content; Compliance, and Information Technologies Assessed in ALLH 1200 (Health Data): In all, there were three 8-week online sections (one in the fall and two in the spring) offered with a total of 35 (94.6%) of the 37 students being assessed (see Table 1). There were also six full-term online sections (four in fall and two in the spring) with 167 students enrolled and 124 (74.25%) being assessed. The instructor for one full-semester section in the fall only reported on three SLOs so the data was removed. In addition, one faculty member for full-term online in the fall turned in the same data for sections S2 and S3. The Office of Institutional Effectiveness asked the program coordinator if the data was correct and really the same out to two decimal places for sections S2 and S3; however, there was no response.

Table 1. SLO Results for ALLH 1200 AY 2023-2024 by Site as a Percentage

ALLH 1200 SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	85	86	82
1. Recognize the various health facilities and practitioners	84	85	81
2. Discuss the health record in terms of content and development	83	85	79
3. Know principles of Quality performance improvement	89	90	86
4. Recognize principles of Organization and Work Planning	83	84	81
5. Recognize health data sets for the hospital and ambulatory setting.	85	86	83
Total number of students tested	159	124	35
Total number of sections	9	6	3
Total number of students enrolled as of the census days	204	167	37

From the data obtained, students in ALLH 1200 exceeded the benchmark of 70% with some outcomes performing slightly higher than the longitudinal simple mean and some lower (see Table 2). The partial data from ALLH 1200 suggests the overall, the performance is close to the longitudinal mean. However, please keep in mind that the data from one section is missing and two others is questionable.

Table 2. Longitudinal Results for ALLH 1200 as a Percent.

ALLH 1200 SLO Description	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	90	90	81	87	82	85	85.8
1. Recognize the various health facilities and practitioners	90	96	86	86	84	84	87.7
2. Discuss the health record in terms of content and development	90	88	77	86	84	83	84.7
3. Know principles of Quality performance improvement	90	84	82	85	85	89	85.8
4. Recognize principles of Organization and Work Planning	90	89	79	90	80	83	85.2
5. Recognize health data sets for the hospital and ambulatory setting.	90	86	78	77	81	85	82.8
Total number of students tested	28	28	91	42	78	159	71

Outcome 6: Confidentiality and Data Content Assessed in ALLH 2625 (Advanced Medical Coding): One 16-week online section was offered in the fall semester and two in the spring. In all, 46 students were enrolled in the course on the census day for the fall and spring semesters. None of the students were assessed.

The coordinator noted in an email that this was because the faculty were fine tuning methodology and the SLOs themselves (i.e. sort of a test run during the first semester in the program) (see PDF file below).

Given that the observed scores of

83.5% for ALLH 1615,
 85.0% for ALLH 1200,
 85.0% for ALLH 1620, and
 --% for ALLH 2625
 weighted overall for the program based on the four courses = 84.8%

> the established benchmark of 70%, The results of this objective are inconclusive given ALLH 2625 was not assessed and there was no resolution to missing data and two sections having the exact same data for ALLH 1200.

Attached Files

[ALLH 2625.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Director of IE's Note: Faculty did file individual SLO reports; however, many of the improvement plans were duplicated and would never have been accepted by a SACSCOC Institutional Effectiveness reviewer. In addition, the issues with data - namely missing data, repetition of data, and not collecting data - needs to be corrected for AY 2024-2025.

Program Coordinator and Interim Dean of Health Sciences will meet to determine the future goals of the programs plans and how to effectively evaluate each factor in the program outcomes. The coordinator will then seek recommendations and possibly change from what courses we are currently collecting data. Further actions moving forward will be how to better the program data and ensure consistency in the data. Faculty will also be trained in how to collect data and provide necessary improvement plans for the met and unmet SLO's.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 MBC 23-24 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Medical Billing and Coding (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (CTS) Placement

Objective Number: 5.2

Start: 11/1/2023

End: 10/31/2024

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 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 is 24.64% while the historical adjusted benchmark is 43.59% based on data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was not met. See Improvement Plan in AY 2022-2023.

Last year, we put the following items in your 5.2 improvement plan (dealing with placement) because the outcome was not met.

The improvement plan will be incorporated in the final two courses ALLH 2625 (Advanced Coding) and ALLH 2646 (Medical Billing and Coding Practicum). The faculty will dedicate at least part of three modules to assist students in finding a job and how to look for jobs efficiently. Updates will come from:

- Job Search Skills - completed
- Getting a Linked In Profile
- Navigating job Boards- Indeed, Linked in, remote.co, and other job search platforms
- Resume Writing/ Applying for Jobs
- Special Guest from Billing and Coding Industry
- Cover Letter / Tailor your cover letter and resume
- Do's and Don'ts of Social Media

In addition, many students in the program are nurses, retirees, and people just looking to have some type of education under their belt to circumvent the effects that Covid had on the workforce related to a brick-and-mortar workplace. Nontraditional students have an interest in Medical Billing and Coding as a way to possibly get a remote job that they can stay home and work.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all 40 students completed the Certificate of Medical Billing and Coding program. The data in Table 1 indicates that eight were employed in the field while one was continuing their education and 18 could not be contacted. As a result the observed raw rate is $(8+1)/40 = 22.50\%$ while the observed adjusted rate = $(8+1)/(40-18) = 40.91\%$.

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
Total	138	28	23	16	11	60
Percentages below do not include the academic year under discussion.						
Historical Raw Rate =						24.64
Historical Adjusted Rate =						43.59

Given that the observed adjusted rate of 40.91% > the historical benchmark between 24.64% and 43.59%, this objective is partially met.

Attached Files

[Job Placement Activities.pdf](#)

Section 4: Improvement Plan/ Changes Made:

To improve our overall employment rate, I am currently trying to increase our affiliation pool and get employers on board to take our students for their 40-hr practicum. As we work to get these agreements done. I am trying to call different agencies and would like to create a list of employers for our students to call upon for employment. I have added assignments to the course work to help students get a resume completed, create a LinkedIn profile, and do some job searching. (See proof of assignments). To make the transition into the practicum I have also created a handbook for the students and employers with information about what the expectations are and agreements for employer and students' signatures. (See internship handbook attached below)

Attached Files

[Medical Billing and Coding Internship Handbook.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 MBC 23-24 Maintain an effective Medical Coding and Billing (MCB) Certificate of Technical Studies (CTS) Program

Goal Number: 5
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Medical Billing and Coding (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2
 23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Professional Competency based on NCLEX-RN
Objective Number: 2.1
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

How long ago were the outcomes verified? is fall 23 correct?

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 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. Evidence to be utilized includes (Please see progress report below):

- A. comparison of NCSBN passing performance and graduates from LSU Eunice ASN,
- B. comparison of graduates from LSU Eunice ASN program and graduates from jurisdiction (Louisiana ASN and BSN programs),
- C. comparison of graduates from LSU Eunice ASN program and graduates from similar programs (ASN) across every jurisdiction.

Attached Files

[Registered Nurse Licensure Qualifications.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, with the change to the new NCLEX NEXT GEN testing, the reports received are a little different. We are able to see the performance of our graduates and what the state average is for graduates taking boards for the first time for multiple states. Rankings are a combination of percentages and whole numbers depending on the topic. More focus will be on graduates' performance in steps of the Nursing Process (Assess, Analyze, Plan, Intervene, Evaluate), and Clinical Judgement (Recognize Cues, Analyze Cues, Prioritize Hypotheses, Generate Solutions, Take Actions, and Evaluate Outcomes). This change began in January 2024.

In figure 3.5 on page 6 of the Summary Overview (see file 1 below), it is noted that our graduates rank higher (>90%) than other ADN programs in the area and across the country on first time NCLEX RN exam takers and just below that of Louisiana.

On the attached Clinical Judgement Model and Nursing Process Performance reports, our graduates rank at or above the other ADN schools in the region and nation (see file 2 below). In addition, file 3 shows the results of Nursing Processes where LSUE graduates scored the same as the ADN and slightly less than all programs in the state of Louisiana.

For FALL 23 our first time Traditional NCLEX RN from the Eunice site had a pass rate was 92.59% (25/27) and our LPN-ASN pass rate was 100% (10/10) for an overall pass rate between the two options was 94.59% (35/37) (See the NCLEX Pass Rates by Cohort Attachment below).

For SU 23, our first graduating Evening Weekend cohort in Ochsner Lafayette General Hospital (Lafayette site) had a 100% (6/6) first time pass rate.

For SPRING 23, our first-time Traditional NCLEX RN pass rate from the Lafayette site was 92% (36/39) and our LPN-ASN pass rate was 100% (9/9) with an overall first-time pass rate between the two options of 93.75% (45/48).

Our overall calendar year 2023 first time NCLEX RN pass rate from all program options was 94.50% (86/91). The Lafayette Traditional Day and LPN-ASN cohorts for AY 23-24 first time NCLEX pass rate was 93.75% and the Eunice Traditional Day and LPN-ASN cohorts was 94.59%, indicating consistency throughout both locations.

Given that the overall observed score is 94.59% > the established benchmark of 80% of new graduates passing the NCLEX-RN on the first attempt indicating the objective was met.

Attached Files

- [1 23-24 Summary Overview NCSBN.pdf](#)
- [3 Nursing Process 23-24 NCSBN.pdf](#)
- [2 Clinical Judgement 23-24 NCSBN.pdf](#)
- [4 NCLEX Pass Rates by Cohort 23.pdf](#)
- [5 NCLEX State Average SP24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSUE Nursing begins a conversion to a concepts-based curriculum, one semester starting at a time, beginning with first semester this August (FALL) 2024. A concepts-based curriculum is considered the best practice by the National League for Nursing to prepare students to be as competent at the bedside as possible. This conversion was approved by the Louisiana State Board of Nursing. It is not considered a substantive change by Accreditation Commission for Education in Nursing (ACEN) or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 23-24 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Professional Competency based on Clinical Results

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

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. Please note that number 5, "accepting responsibility as a member of the interprofessional team," is no longer a student learning outcome for the program. It has been classified as a course outcome for the 2535/2555 courses, as recommended by the ACEN during their re-accreditation visit in October 2023. The clinical outcomes for each semester are based on these SLOs but increase in rigor as they progress through the program.

Attached Files

[NURS2535 - 2555 SYLLABUS 23-24 Fall 2023 \(1\).pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Students are directly assessed weekly using a rubric. Each of the four outcomes are 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 2022-2023, this objective was met. No changes were planned as the new methodology had only been implemented for one year.

For AY 2023-2024, the following success rates (see below for final competency sheets)

- Summer 2023: 6 out of 8 passed clinical in Lafayette. Two students were dismissed for misconduct at the clinical site.
- Fall 2023: 37 out of 37 passed clinical in Lafayette.
- Spring 2024: 33 out of 33 passed clinical in Eunice.
- Total: 76 (97.4%) out of 78 passed clinical

Given that the observed pass rate of 97.4% > the faculty set a benchmark of 77%, this objective is met.

Attached Files

[Clinical Eval 3 Fa 23 Lafayette.pdf](#)

[Clinical Eval 2 Su 23 Lafayette.pdf](#)

[Clinical Eval 1 Sp 23 Eunice.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor into AY 24-25.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 23-24 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Graduation Rate

Objective Number: 2.3

Start: 11/1/2023

End: 10/31/2024

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).

Attached Files
[46v47-LPN.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Note: Revised October 2023 beginning January 2024 per suggestion of ACEN surveyors to create specific criteria within the Program Outcomes.

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. (see page 2 of the ACEN Standards file 1 below). The 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 red square on page 5 of file 2 below).

Attached Files
[1 ACEN Standards 23 Section 5.pdf](#)
[2 Faculty Meeting Minutes 10.25.22.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the Traditional cohort graduating from the Eunice Site in spring 2023 had an on-time completion rate of 58.33% (35/60) (see the ASN Completion Table file below). The LPN-ASN cohort graduating from Eunice in spring 2023 had a 90% (9/10) on time completion rate. The overall spring 2023 graduation completion rate was 62.85% (44/70).

The first Evening/Weekend cohort at the Ochsner Lafayette General Hospital graduating on time during summer 2023 had a 60% (3/5) on-time rate. The sixth graduate was a failure from another cohort so was not counted with the on-time rate for this cohort.

The Traditional cohort graduating in fall 2023 at the Ochsner Lafayette General Hospital had a 73.33% (22/30) on time completion rate. There are three still in the program. The LPN-ASN cohort completing in fall 2023 had a 100% (9/9) on time completion rate. Because of the three students remaining in flight, an overall on time calculation is not possible at this time.

The Traditional cohort graduating from Eunice in spring 2023 had a 1.5-time completion rate of 68.33% (41/60). The LPN-ASN cohort graduating in spring 2023 had a 100% (10/10) 1.5-time completion rate. The overall SP23 1.5-time completion rate was 72.85 % (51/70).

The SU23 graduating cohort at the Ochsner Lafayette General Hospital had an 80% (4/5) 1.5-time graduation rate.

The overall 2023 on-time completion rates among all cohorts = 68.42% (78/114).

The fall 2023 graduating cohort at the Ochsner Lafayette General Hospital for LPN-ASN had a 100% (9/9) 1.5-time graduation rate. The Traditional cohort and overall 1.5-time graduation rate cannot be calculated at this time due to three students being still being in the program.

Given that all on time and 1.5 completion rates > the benchmark of 50% on time and 60% 1.5 time, this objective is met.

Attached Files

[ASN Completion Rate Table 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to monitor.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 23-24 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Employment

Objective Number: 2.4

Start: 11/1/2023

End: 10/31/2024
Progress: Completed
Provided By: Nursing (ASN)

Section 1: Objective With Intended Outcomes:

New Outcome: Nursing graduates will be employed as a registered nurse within 6-12 months post-graduation.

Updated October 2023.

Old Outcome: Nursing graduates will be employed in their field within six months of graduation.

Rationale: The October 2023 revision was suggested during an ACEN accreditation visit. ACEN's rationale was to provide clear, objective, criteria verbiage.

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 (Summer 2023, Fall 2023 - Lafayette and Spring 2023 - 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.

Attached Files

[LSUE Nursing Job Placement Rates 2023.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024,

Over the calendar year 2023, 100% of the respondents had been employed as a registered nurse within six months of graduation, most had employment at graduation.

Is this based on 20 surveys or is this based on the 78 graduating. All 44 students graduating students at Eunice and the 34 from Lafayette were employed.

Given that the observed rate of 100% > the established benchmark of 90%, this objective is met.

Attached Files

[LSUE Nursing Job Placement Rates 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor into AY 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ASN 23-24 Maintain an Effective Nursing (ASN) Program

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Nursing (ASN)

Budget Information: No additional funds were requested from the general university fund.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Criminal Justice (AS)

CJ 23-24 (AS) Professional Competency

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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):

- A. Demonstrate an understanding of the American correctional system.
- B. Demonstrate an understanding of how diversity, equity, and inclusion play a role in corrections.
- C. 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.
- D. Demonstrate an ability to critically analyze past, present, and potential future issues in corrections.

Attached Files

[CJ 2131 Syllabus AY 23-24.pdf](#)

[CJ 2133 Syllabus FA 23.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:

- A. Assigned Project.
- B. Exam.
- C. written assignments.

D. Final project involves an interview and a paper.

CJ 2133, Correctional Process will be assessed in the following manner.

- A. Final exam.
- B. Six topic postings.
- C. Research assignment
- D. 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 be transferred to other institutions of higher education in the state.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024,

CJ 2131

CJ was offered both in fall 2023 and spring 2024 as an 8-week course. In all, there were 33 students enrolled on the census date with 33 (100%) of them being assessed using the student learning outcomes. The results were:

- overall = 86% (compared to 89% from AY 2022-2023),
- A. roles, responsibilities, and functions = 86% (compared to 91% from AY 2022-2023)
- B. diversity = 85.3% (compared to 84% from AY 2022-2023)
- C. policies and procedures = 85% (compared to 84% from AY 2022-2023)
- D. issues = 93.7% (compared to 86% from AY 2022-2023).
- n = 33

The overall indicates that students slipped a bit from AY 2022-2023, but still performed well overall. Data on outcomes showed that the performance on A was slightly lower while the performance on B, C, and D were slightly higher than last year.

As with CJ 2131, **CJ 2133** was offered as two 8-week courses; one in fall 2023 and one in spring 2024. A total of 30 (83.3%) of the 36 students registered on census day were assessed for learning. The results were:

- overall = 84% (compared to 89% during AY 2022-2023)
- A. history, structure, purpose = 84% (compared to 90% during AY 2022-2023)
- B. diversity = 84% (compared to 80% during AY 2022-2023)
- C. prison life = 81% (compared to 91% during AY 2022-2023)
- D. issues = 87% (compared to 85% during AY 2022-2023)
- n = 30

Students in the CJ 2133 course performed at an overall of 84% which is slightly less than AY 2022-2023 performing slightly higher on outcomes B and D and lower on A and C as well as indicated in the data. Regardless, students scored > 80%+ on all outcomes.

Given that the observed value of 86% for CJ 2131 and 84% for CJ 2133 > the established benchmark of 70%, the outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can improve student learning by (see SLO reports below):

CJ 2131

- Provide students with time management skills
- emphasizing reading the textbook
- Ensure students have taken ENGL 1001 (note that it is not a prerequisite for the course)

CJ 2133

- Some of the scores on SLOs were similar to past semesters so the instructor felt that it would be wise to monitor.
- The course was revised with less emphasis on the discussion board.

Attached Files

[CJ-2131-FA-23.pdf](#)

[CJ 2133-SP-24-SLO.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CJ 23-24 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Retention**Objective Number: 1.2****Start: 11/1/2023****End: 10/31/2024****Progress: Completed****Provided By: Criminal Justice (AS)****Section 1: Objective With Intended Outcomes:**

Maintain Fall to Fall retention of new first-time students declaring their chosen major as Associate of Science in Criminal Justice.

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 2021 to fall 2022 with 242 new first-time students entering the Associate of Science in Criminal Justice and 106 being retained for a retention value of 43.80% (see Table 1). In addition, four students changed their major during the first year; therefore, the corrected n = 238 and the retention is 44.54%.

Table 1. Criminal Justice Student Retention for Years Indicated

Initial Year	Raw Initial Enrollment	Raw Retained One Year	No. Changing Major in 1st Yr	Raw Retention (%)	Corrected Retention (%)
Fa 13 - Fa 14	32	13		40.63	
Fa 14 - Fa 15	28	9		32.14	
Fa 15 - Fa 16	17	6		35.29	
Fa 16 - Fa 17	20	11		55.00	
Fa 17 - Fa 18	27	15		55.56	
Fa 18 - Fa 19	24	10		41.67	
Fa 19 - Fa 20	22	10		45.45	
Fa 20 - Fa 21	49	24	3	48.98	52.17
Fa 21 - Fa 22	23	8	1	37.78	36.36
Totals	242	106	4	43.80	44.54

As a result, a benchmark of 43.80% will be used based on historical data.

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

For AY 2022-2023, this objective was not met. Please see the improvement plan for AY 2022-2023 for details.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were 23 new first-time students declaring their major as the Associate of Science in Criminal Justice. A total of 13 were retained for a rate of 56.52%. No students changed their major in the first year.

Given that the observed retention between 56.52% > the historical retention of 43.80%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of Institutional Effectiveness and Accreditation recommends monitoring given the improvement over AY 2022-2023.

The Coordinator also mentioned that he would like to:

Continue to offer CJ2990, Practicum in Criminal Justice, in each academic year semester to provide opportunities to students to gain practical experience in the criminal justice profession. Internships can lead to greater exposure for the student by appointing authorities, hiring managers, and supervisors at criminal justice agencies. Practicums provide Criminal Justice students the opportunity to use the theoretical knowledge gained in the Criminal Justice Program to improve their job skills at the respective agency they work for. This aspect provides the student with the opportunity for greater responsibility and advancement in their agency

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CJ 23-24 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Placement
Objective Number: 1.3
Start: 11/1/2023
End: 10/31/2024
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 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 is 47.71% while the historical adjusted benchmark is 62.39% using data from AY 2012-2013 through spring 2022.

Attached Files
[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was not met. See Improvement Plan and documentation in AY 2022-2023.

For AY 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all, 14 students graduated from the Associate of Science in Criminal Justice program. The data in Table 1 indicates that two were employed in the field while four were continuing their education. As a result the observed raw rate is $(2+4)/14 = 42.86\%$ while the observed adjusted rate = $(2+4)/(14-2) = 50\%$.

Table 1. Criminal Justice Placement Rates.						
Semester	Total Number of Graduates	Employed not in Field	Employed in Field	Unemployed	Continuing Education	Unable to Contact
FA 12 - SP 13	18	7	6	1	1	3
FA 13 - SP 14	16	3	2	1	6	4
FA 14 - SP 15	13	3	2	1	4	3
FA 15 - SP 16	18	3	4	2	3	6
FA 16 - SP 17	23	1	15	1	3	3
SP 18 - SU 18	16	3	9	0	3	1
FA 18 - SP 19	5	1	0	0	1	3
SU 19 - SP 20	22	10	3	0	1	8
SU 20 - SP 21	11	1	2	1	3	4
SU 21 - SP 22	11	3	2	2	3	1
SU 22 - SP 23	14	4	2	2	4	2
Total	153	35	45	9	28	36
Percentages below do not include the academic year under discussion.						
Raw Rate =					47.71	
Adjusted Rate =					62.39	

Given that the observed adjusted rate = 50% without those who could not be contacted is between the historical raw rate of 47.71% and the historical adjusted rate of 62.39% (i.e. $47.71\% < 50\% < 62.39\%$), this objective is partially met.

Section 4: Improvement Plan/ Changes Made:

To improve placement of Criminal Justice students in the field of criminal justice, the program will:

1. Provide career counseling to Criminal Justice students to help them identify career goals, explore job opportunities, and develop a plan for entering the profession;
2. Continue to offer CJ2990, Practicum in Criminal Justice, in each academic year semester to provide opportunities to students to gain practical experience in the criminal justice profession. Internships can lead to greater exposure for the student with appointing authorities, hiring managers, and supervisors at

criminal justice agencies. Practicums provide Criminal Justice students the opportunity to use the theoretical knowledge gained in the Criminal Justice Program to improve their job skills at the respective agency they work for. This aspect provides the student with the opportunity for greater responsibility and advancement in their agency;

3. Facilitate networking events on campus and virtually to provide Criminal Justice students the opportunity to connect with criminal justice agency recruiters;
4. Use social media platforms to connect Criminal Justice students with local, state, and federal criminal justice agencies to increase awareness of job opportunities for students; and
5. Continue to evaluate the Criminal Justice curriculum to ensure it aligns with the needs of the criminal justice profession. This evaluation includes developing a Criminal Justice Certificate curriculum and additional courses that meet the technical requirements of the profession.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CJ 23-24 Maintain an Effective Criminal Justice (CJ) Associate of Science (AS) Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Criminal Justice (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

FES/FST 23-24 (AAS/CTS) Professional Competency

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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 the theoretical knowledge as a Fire and Emergency Service (FES) or Fire Service Technology (FST) professional. This curriculum enables students to be better prepared for any Fire Fighter Academy or for most basic Fire Training Certifications. The program also prepares students for fire academies and helps current firefighters to be prepared to be able to take the role of company or chief officer. Upon the conclusion of the Fire and Emergency Services Associate of Applied Science, the graduate will:

- A. Apply the principles of Fire and Emergency Services,
- B. Identify practices of Fire and Emergency Services, and
- C. Anticipate the evolution of the Fire and Emergency Service professional.

These outcomes will be assessed using two sophomore level courses traditionally completed at the end of the FES and FST programs.

First, online **FSCI 2152** Principles of Fire and Emergency Services Safety and Survival. The outcomes are: Upon completion of this course, the student will (see file below):

1. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility.
2. Explain the need for enhancements of personal and organizational accountability for health and safety.
3. Define how the concepts of risk management affect strategic and tactical decision-making.
4. Describe and evaluate circumstances that might constitute an unsafe act.
5. Explain the concept of empowering all emergency services personnel to stop unsafe acts.
6. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.
7. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.
8. Explain the vital role of local departments in national research and data collection systems.
9. Illustrate how technological advancements can produce higher levels of emergency services safety and survival.
10. Explain the importance of investigating all near-misses, injuries, and deaths.
11. Describe how obtaining grants can support safety and survival initiatives.
12. Discuss how incorporating lessons learned from investigations can support cultural change throughout the emergency services.
13. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and deaths.
14. Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes.
15. Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services.
16. Describe the importance of public education as a critical component of life safety programs.
17. Discuss the importance of fire sprinklers and code enforcement.
18. Explain the importance of safety in the design of apparatus and equipment.

Director of IE's note: instead of referring the reader to the syllabus, all 18 outcomes from the syllabus are duplicated here for convenience.

Second, online **FSCI 2155** Fire Protection Systems and Equipment was used. The outcomes are: Upon completion of this course, the student will (see file below):

1. Identify and describe various types and uses of fire protection systems (see details in syllabus).
2. Describe the basic elements of a public water supply system as it relates to fire protection.

Director of IE's note: Rationale for combining the assessments for the two programs is

1. The FST is a certificate that feeds into the FES program.
2. Assessing FST separately from FES students did not make sense because the students in the courses above are the same students. The data was essentially being duplicated from one program to the other (see 10-23-20 Combining PDF document below).

Attached Files

[10-23-20 Combining FES and FST in CA.pdf](#)

[FSCI 2152 Syllabus 23-24.pdf](#)

[FSCI 2155 syllabus SP 24.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: Module Quizzes, weekly assignments, and/or research papers.

A 70% benchmark was established as the lowest acceptable average (C) grade for transfer purposes.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, **FSCI 2152** was offered as a two 8-week online courses, one for fall 2023 and one for spring 2024 with a total of 15 students enrolled on census day. A total of 15 (100%) of the 15 students were assessed using SLOs. The results were.

Overall from the two 8-week online sections

Overall = 92% (no comparison as the course was offered, but was cancelled due to low enrollment in AY 2022-2023)

SLOs 1-3 = 92%

SLOs 4-6 = 88%

SLOs 7-9 = 97%

SLOs 10-12 = 95%
 SLOs 13-15 = 93%
 SLOs 16-18 = 90%
 n = 14

FSCI 2055 was offered during an 8-week session - one in fall 2023 and one in spring 2024. In all, there were 14 students registered for the course on census day of the fall and spring semesters with 12 (85.7%) of the students being assessed for student learning. The results were:

Overall = 82% (compared to 97% in spring 2023)
 A. fire protection systems = 81% (compared to 97% in spring 2023)
 B. water supply = 81% (compared to 97% in spring 2023)
 n = 12 (compared to an n = 6 in spring 2023)

As noted in the data, students in FSCI 2152 scored an overall of 92% with each of the outcomes scoring > 85%. There was no comparison to AY 2022-2023 as the course was cancelled due to low enrollment. For FSCI 2055, students' performance slipped from 97% in spring 2023 to 82% in AY 2023-2024. It should be emphasized that the data should be interpreted with caution with both courses having a small n.

Given that the observed overall score in FSCI 2152 = 92% and FSCI = 82% > 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 improve learning by (please see SLO reports attached below):

FSCI 2152

- Primary issues seems to be having students manage their time so the faculty member emphasizes that.
- Email students if they are turning in assignments or quizzes late.

FSCI 2155

- Add interactive media
- Use expanded discussion boards.

Attached Files

[FSCI 2155 SP 24-SLO.pdf](#)

[FSCI 2152 Fa 23 SLO.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 FES/FST 23-24 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: 11/1/2023

End: 10/31/2024
 Progress: Completed
 Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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) Retention

Objective Number: 2.2
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Section 1: Objective With Intended Outcomes:

Maintain fall to fall retention of new first-time students declaring their chosen major as Associate of Applied Science in Fire and Emergency Services (FES).

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 2021 to fall 2022 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 retention rate of 55.56% (see Table 1). In addition, one student changed their major; therefore, the adjusted n = 98 with the retention = 56.12%

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
Totals	99	55	1	55.56	56.12

As a result, a retention benchmark of greater than or equal to 55.56% is set given historical data.

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

For AY 2022-2023, this objective was not met. Please see the improvement plan from AY 2022-2023.

For AY 2023-2024, this objective will examine the rate for new first-time students entering fall 2022 and being retained to fall 2023. In fall 2022, there were three new first-time students declaring their major as the Associate of Applied Science in Fire and Emergency Services. A total of one was retained for a rate of 33.33%. No Students changed their major during the first year.

Given that the low n, the results of this objective are inconclusive.

Section 4: Improvement Plan/ Changes Made:

Increase the enrollment of new first-time students by visiting statewide fire departments and attending industry conventions for recruitment. Work with LSUO on marketing.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FES/FST 23-24 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: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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: 11/1/2023

End: 10/31/2024

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 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 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 raw benchmark = 78.57% while the adjusted benchmark = 89.19% using data from AY 2012-2013 through spring 2022.

Attached Files

[Rate-Formula.pdf](#)

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

For AY 2022-2023, this objective was met.

For Ay 2023-2024, students graduating from summer 2022 through spring 2023 were examined for placement or continuing education. In all ten students graduated from the various Associate of Applied Science in Fire and Emergency Services program. The data in Table 1 indicates that six were employed in the field while none were continuing their education and three could not be contacted. As a result the observed raw rate is $(6+0)/10 = 60.00\%$ while the observed adjusted rate = $(6+0)/(10-3) = 85.71\%$.

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
Total	210	15	151	5	14	25
Percentages below do not include the academic year under discussion.						
Raw Rate =					78.57	
Adjusted Rate =					89.19	

Given that the observed adjusted rate = 87.71% is between the raw historical rate and the historical adjusted rate (i.e. 78.57% < 85.71% < 89.19%), this objective is partially met.

Section 4: Improvement Plan/ Changes Made:

Because the outcome was met, monitor into next year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FES/FST 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Credentialing

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, the first attempt pass rates for the class of 2023 is 96% with n = 24. (see attached below).

Given that the observed score of 96% > the 75%, this objective is met.

Attached Files

[AnnualProgramSummaryReport \(23\).pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program faculty met August 15th, 2023 to assess overall section content scores. Equipment Operation and Quality Assurance trend the lowest of all sections with a mean scaled score of 8.3. The faculty will review ARRT content specifications for each content area and update lecture content.

Attached Files

[ARRT Content Specifications.pdf](#)

[RADT Faculty Meeting Minutes 08.15.2023.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 23-24 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Professional Competency

Objective Number: 3.2

Start: 11/1/2023

End: 10/31/2024

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:

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 the 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 an 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 2023.

Attached Files

[RADT 2093 Spring 2023 Syllabus.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)

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](#)

[2. \(Blank\) RADT2093 Clinical Evaluation Form.pdf](#)

[3. \(Blank\) Final Competency Form.pdf](#)

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

For AY 2022-2023, this outcome was met.

For AY 2023-2024, the data is incomplete. Only 16 midterm evaluations were conducted in Trajecsyst. All other evaluations were on paper and not kept for assessment. Data below represents the 16 midterm evaluations.

For AY 2023-2024, students graduating in the Spring 2023 were assessed. The cohort consisted of 24 students. Students were evaluated on proficiency in the ten designated areas using the RADT 2093 Semester/Mid Semester Evaluation form (see attachments 1, 2, and 3 below). The student data is as follows:

1. Communication: The Class average was 2.98 at midterm. 16 of 24 students were assessed.
2. Dependability, Attendance and Responsibility of Student: The Class average was 2.97 at midterm. 16 of 24 students were assessed.
3. Professionalism: The Class Average was 3.0 at midterm. 16 of 24 students were assessed.
4. Initiative of Student: The Class Average was a 2.92 at midterm. 16 of 24 students were assessed.
5. Attitude of Student: The Class Average 16/24 was a 2.96 at midterm. 16 of 24 students were assessed.
6. Organization/Perseverance/Quality of Procedures: The Class Average was 2.95 at midterm. 16 of 24 students were assessed.
7. Problem Solving Skills and Critical Thinking: The Class Average was 2.98 at midterm. 16 of 24 students were assessed.
8. Clinical Skills of Student: The Class Average was 2.86 at midterm. 16 of 24 students were assessed.
9. Competency Exams: The Class Average was 2.98 at midterm. 16 of 24 students were assessed.
10. Student Was Able to Demonstrate Technical Aspects: The Class Average was 2.94 at midterm. 16 of 24 students were assessed.

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 4)

Given that the observed average = 2.97 at the end of the semester > the benchmark of 2.00, this objective was met (see attachment #5 RADT 2093 Composite scores - the 2.86 is shown in the last row on the second page).

1. Performance Criteria: The Class Average was 100%. This was higher than the Class of 2022 having a Class Average of 99.8% a year ago; both achieving a level of > 85. Benchmark met.
2. Image Evaluation: The Class Average was 98.4%. This was higher than the Class of 2022 having a Class Average of 93.1 a year ago; both achieving a level of > 85. Benchmark met. Improvement was seen on image evaluation.
3. Critical Thinking and Problem-Solving Skills: The Class Average was 99.4. This was higher than the Class of 2022 average of 98.0 a year ago; both achieving a level of > 85. Benchmark met.

Summary

Given that the measures on the Clinical Evaluation Form for the class are > 2 and the Final Comp Data is > 85%, this objective is met (see attachment #1 Final Comp Data).

Attached Files

- [4. Sample Final Comp Eval.pdf](#)
- [3. RADT 2093 Student Data..pdf](#)
- [5. RADT 2093 Final Comp Data.pdf](#)

[1. RADT 2093 Midterm Evaluation.pdf](#)

[2. Sample RADT 2093 Evaluation.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Incomplete data. The Program Director will speak to faculty about the importance of utilizing the clinical portal Trajecsys for data assessment.

Technical aspects continue to improve. The program has acquired several additional radiography phantoms for students to practice with exposures.

Final comp data shows an overall increase in skill level.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 23-24 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Retention

Objective Number: 3.3

Start: 11/1/2023

End: 10/31/2024

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 effectiveness data be maintained.

- Effectiveness Plan Class of 2023 (see green highlight on page 1)
- JRCERT Standard 6 Assessment (see brown text on pages 44-45)

Attached Files

[Effectiveness Plan Class of 2023.pdf](#)

[JRCERT Standard 6 Assessment.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, examining the class of 2023, 92% of the cohort completed the program in Spring 2023. One student was dismissed for academic dishonesty and one student did not successfully complete the Fall 2022 semester. The established benchmark by JRCERT is 75%.

For AY 2023-2024, given that the observed value of 92% > the JRCERT benchmark of 75%, this objective is met.

Attached Files

[1-JRCERT-Completion-Calc.pdf](#)

[2-5 Year Program Completion Rate .pdf](#)

[RadTech Program Effectiveness Data 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

For AY 2022-2023, this objective was met. For AY 2023-2024, this objective was met. 24 of 26 students completed the program in 2023 resulting in 92% retention. The program will continue to provide a Pre-RADT orientation in the month of April to inform students of the program policies and requirements.

Attached Files

[Pre RADT Orientation PPT 4.23.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 RADT 23-24 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Radiologic Technology (AS)
 Budget Information: None (existing)

RELATED ITEM LEVEL 2
 23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 (AS) Employment
Objective Number: 3.4
Start: 11/1/2023
End: 10/31/2024
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 2022-2023, this objective was met.

For AY 2023-2024, students who graduated in Spring 2023 were assessed. 100% job placement. (24 of 24)

Given the observed score for the Class of 2023= 100% > the JRCERT benchmark = 75%, this objective is met.

Attached Files

[Program Effectiveness Data 2023.pdf](#)

[Program Effectiveness Report 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

RADT job market continues to improve. Students have many options for employment including hospitals, urgent care facilities, and mobile x-ray. Students are also acquiring jobs in various imaging modalities.

The Health Sciences Division also hosts employers in the Spring each year to help students connect with various facilities and available employment.

Attached Files

[Career Services Week 03.14.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RADT 23-24 Maintain an Effective Radiologic Technology (RADT) Associate of Science (AS) Program

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Radiologic Technology (AS)

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Professional Competency

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

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 has 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 addition, successfully meeting the outcomes would be to achieve two out of the three topics scoring above the national average.

I: Patient data

II: Troubleshooting and Quality Control of Devices and Infection Control;

III: Initiation and Modifications of Interventions.

The purpose of analyzing all 17 components found within topics I, II, and III are not only to measure student learning outcomes but to also evaluate student's scores relative to the national average to assist faculty in determining curriculum revisions.

I: Patient data (national benchmark = 50.0 points)

Student Learning Outcomes: Upon the completion of the program the student will

- A. evaluate data in the patient record (national benchmark = 6.5 points)
- B. perform clinical assessment (national benchmark = 6.7 points)
- C. perform procedures to gather clinical information (national benchmark = 7.8 points)
- D. evaluate procedure results (national benchmark = 6.5 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)

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 cohort 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)

Attached Files

[1. TMC Scores by Content Area 22.23 cohort I.E. 2024.pdf](#)

[2. Outcomes Thresholds Grid 2020 Standards I.E. 2024.pdf](#)

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

For AY 2022-2023, this objective 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 with the high cut score (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 = 40.1 points > National = 32.9 points)

Student Learning Outcomes: Upon the completion of this program the student will

- A. evaluate data in the patient record (LSUE = 8.1 points > National = 6.5 points)
- B. perform clinical assessment (LSUE = 7.8 points > National = 6.7 points)
- C. perform procedures to gather clinical information (LSUE = 9.0 points > National 7.8 points)
- D. evaluate procedure results (LSUE = 8.6 points > National 6.5 points)
- E. recommend diagnostic procedures (LSUE = 6.6 points > National 5.4 points)

II. Troubleshooting and quality control of devices, and infection control (LSUE = 16.2 points > National 13.2 points)

Student Learning Outcomes: Upon the completion of the program, the student will

- A. assemble/troubleshoot devices (LSUE = 11.8 points > National = 9.8 points)
- B. ensure infection prevention (LSUE = 1.8 points > National = 1.4 points)
- C. perform quality control procedures (LSUE = 2.6 points > National = 2.0 points)

III. Initiation and modification of intervention (LSUE = 57.3 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 = 8.2 points > National = 6.9 points)
- B. perform airway clearance and lung expansion techniques (LSUE = 4.0 points > National = 2.9 points)
- C. support oxygenation and ventilation (LSUE = 12.5 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 = 14.9 points > National 12.1 points)
- F. utilize evidence-based practice (LSUE = 5.0 points > National 4.0 points)
- G. provide respiratory care in high-risk situations (LSUE = 3.8 > 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 2023-2024, given that the assessed value of 100% > the threshold of 60%, this objective is met.

Attached Files

- [1. TMC Graduate Performance - 2022.2023 grads.pdf](#)
- [2. TMC Scores by Content Area 22.23 cohort IE 2024.pdf](#)
- [3. Annual School Summary I.E. 2024 22.23 cohort.pdf](#)
- [4. Annual Report..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 which includes practice examinations and simulations has had very positive results. For this to occur, the faculty purchased an online 12-month subscription which is a special program 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. This subscription is purchased during the end of the summer to be utilized in the following fall semester courses; RC 2025 (Professional Review Seminar Lab) and RC 2026 (Critical Care and other Related Concepts in Respiratory Care). (See attachment 2. Kettering National Seminars invoice below.) An advantage to this purchase is the student will have access to the educational software even after graduation to assist in preparing for their national board examinations.

In addition, ensuring the laboratory contains the most up-to-date technology to assist the students with clinical training the program purchased upgraded mechanical devices allowing the student the opportunity to learn from identical equipment used within the hospital facilities. Funds granted through the Health Resources and Services Administration (HRSA), the program was able to purchase state-of-the-art equipment for the laboratory. (See attachment 1. General Biomedical Services purchase; see 3. HRSA Grant pages 16-18 highlighted below) This will assist the faculty with instruction pertaining to the Respiratory Care 2024 course (Conference and Clinical Experience IV.)

Attached Files

- [1. GBS Equipment Purchases IE 2024.pdf](#)
- [2. Kettering Educational Software IE 2024.pdf](#)
- [3. HRSA Grant IE 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
RC 23-24 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Respiratory Care (AS)
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AS) Retention

Objective Number: 4.2

Start: 11/1/2023

End: 10/31/2024

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 2023 on page 7 below)

The program was awarded a \$5,000 scholarship from the National Board for Respiratory Care (NBRC). 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. (See 3. NBRC Scholarship below)

Attached Files

- [1. Outcomes Thresholds Grid. 2020 Standards.pdf](#)
- [2. Annual Report. complete retention.pdf](#)
- [3. NBRC Scholarship. 2023 IE 2024.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, examining the data from the class of December 2023, the LSU Respiratory Care cohort consisted of 15 new students. However, one student withdrew during the 1st week of class and is not considered attrition, leaving 14 students. The class had two students who did not progress, however, one reentered the following year (cohort 2023-2024) and is on track to graduate December 2024. The remaining student withdrew from the program and is not re-entering; yielding attrition at 7.6% and retention at 92.4%. A total of 12 students graduated December 2023. 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).

Given the observed 3-year average (2021-2023) is 97.4 > CoARC's established retention of 70%, this objective was met.

Attached Files

- [1. Outcomes Thresholds Grid 2020 Standards I.E. 2024.pdf](#)
- [2. Annual Report. complete retention.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Respiratory Care faculty have incorporated publisher's teaching resources as additional material to assist the student with mastering didactic concepts. Historically, RC 2012 (Cardiopulmonary Anatomy and Physiology) has been considered one of the most difficult lecture courses to successfully pass causing the student to fail the program. The faculty is now utilizing Cengage's assessment resources. The faculty member now has use of each chapter's supporting content such as a test bank that provides feedback, rationale, and level of difficulty such as "recall" compared to "application". This aligns with the NBRC matrix. (See attachment 1. NBRC TMC Matrix below; see attachment 2. Cengage Instructional Resources below).

The program also completed a major laboratory renovation project which provided a new air compressor, medical air and oxygen outlets, new headwalls, and an expansion of 2 lecture rooms into additional laboratory space. With this renovation, the faculty were able to engage the students with proper equipment handling and to also provide a more one-on-one instructional method. (See attachment 3. Gallo Mechanical Contract below; see attachment 4. Notice to Proceed below),

Attached Files

- [1. TMC NBRC Matrix.pdf](#)
- [2. Cengage Instructional Resources IE 2024.pdf](#)
- [3. Gallo Mechanical Contract IE 2024.pdf](#)
- [4. Notice to Proceed IE 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
RC 23-24 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Respiratory Care (AS)
Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
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 23-24 (AS) Employment**Objective Number:4.3****Start:11/1/2023****End:10/31/2024****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 Outcomes Thresholds 2022 page 51 titled definition of "program outcomes" file below).

The Program Director of Respiratory Care will conduct exit interviews with graduating students during December. During this interview, students will be asked if they will be employed upon graduation. The Division will distribute surveys to respiratory care graduates and employers six months after graduation. (See attachment 2. CoARC Employer Survey blank; see attachment 3. CoARC Graduate Survey blank).

CoARC removed the employment threshold as a requirement; however, the program intends to continue with an internal benchmark of 70%. (See attachment 4. CoARC Thresholds Grid)

Attached Files[1. CoARC-Entry-Standards 2022.pdf](#)[2. CoARC-Employer-Survey-Entry.pdf](#)[3. CoARC-Graduate-Survey-Entry.pdf](#)[4. Thresholds-Grid-20 \(1\).pdf](#)**Section 3: Assessment/Evaluation Results (Progress Report):**

For AY 2022-2023, this objective was met.

For AY 2023-2024 examining 2022-2023, the class of December 2023 consisted of 12 graduates. All 12 (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 2024 page 8 below.)

For AY 2023-2024 examining 2022-2023, given that the assessed value of 100% > the internal benchmark of 70%, this objective was met.

Attached Files

- [1. CoARC Employer Survey no name IE 2024.pdf](#)
- [2. CoARC Graduate Survey no name IE 2024.pdf](#)
- [3. Annual Report. complete employment IE 2024.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. Ochsner Health IE 2024). Also, the program was approached by Woman's Hospital located in Baton Rouge to secure a new clinical affiliation agreement. This will provide the students additional sites for clinical training, especially one considered a specialty hospital (see attachment 2. Woman's Request IE 2024). In addition, the program was also approached by Ochsner Health in partnership with the Workforce Innovation and Opportunity Act (WIOA). This new 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 3. HRSA Grant IE 2024; see attachment 4. Career Scholarship Agreement Form below.)

Attached Files

- [1. Recruitment Correspondence IE 2024.pdf](#)
- [2. Woman's Clinical Contract Request IE 2024.pdf](#)
- [3. WIOA. Ochsner Customized Training Agreement.pdf](#)
- [4. Career Scholarship Agreement. no name IE 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

RC 23-24 Maintain an Effective Associate of Science (AS) Program in Respiratory Care (RC)

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Respiratory Care (AS)

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Professional Competency based on Certified Surgical Technology (CST) Exam

Objective Number: 11.1

Start: 1/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: Objective With Intended Outcomes:

Note: The IE from AY 2022-2023 is purposefully being repeated in an effort to report on the previous year rather than the current. At the time of reporting in the current year the NBSTSA pass rates are not available because the graduates do not test until two weeks after the programs final exams. As a result, only partial information is available for the current year at the point of the IE deadline.

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 the 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 collapse 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 above and beyond similar programs in the state. This is in compliance with accreditation Standard IV.B.: Outcomes Assessment. (see the top of page 2 on the attached).

Attached Files

[ARCSTSA-Outcomes-Policy-final.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024 planning period examining the data for Summer 2023, Twelve (12) students sat for the NBSTSA exam, eleven (11) students passed on the first attempt resulting in a 92% pass rate, exceeding the benchmark of 70%. As a result, this objective is met. The student that was unsuccessful on the first attempt tested a second time on 9/1/2023 and passed. This is noted on the attached spreadsheet (NB ID 269052 line 1 and line 7) and is listed as a second attempt.

Given that the observed score of 92% > the established benchmark of 70%, this objective is met.

Attached Files

[School Score Report IE.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The program has purchased each student a six (6) month online membership/subscription to Board Vitals, a third-party review app for the NBSTSA CST exam. Students will have access to this app to study for the exam from any smart phone, tablet, or computer.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 23-24 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requesting additional funds again this year for the two expansion projects.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Professional Competency based on Clinical Results

Objective Number: 11.2

Start: 11/1/2023

End: 10/31/2024

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 a core procedure in 10 minutes or less.
8. Be able to first scrub most of the core procedures with no or little guidance.
9. Be able to aid the Surgical Technologist in breaking the field and pulling supplies for each procedure.
10. Be self-directed, responsible and have a positive rapport with staff.

Developed by the Surgical Technology faculty, these competencies must be met in order for the student to successfully complete SURT 2103: Practicum/Clinical II (the final clinical course in the program - see file below) and have been designed based Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Attached Files

[SURT 1103 Clinic I 2023.pdf](#)

[SURT 2103 Clinical II 2021.pdf](#)

[SURT 2203 Clinical III 2022.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 2022 - 2023, this objective was met.

For AY 2023-2024 planning period examining the data from the class of 2023; twelve students progressed from the spring 2023 to summer 2023 semester (final semester). All twelve students successfully completed SURT 2203 Surgical Technology Practicum III (clinic) with a minimum grade of 77% "C". The attached document is an example of several final clinical evaluations with student information redacted. See the below grade distribution.

A - 4

B - 7

C - 1

Given that all students successfully completed the courses with a grade of 77% or better, this objective is met.

Attached Files

[Class of 23 final evals \(redacted\).pdf](#)

Section 4: Improvement Plan/ Changes Made:

While this objective was met with 100% passing grades in the final clinical semester, an improvement plan will be put in place to increase the overall performance in the clinical grades.

The program faculty will continue to monitor the progression of each clinical student and maintain a remediation process for those that may need additional skills/technique practice in the laboratory setting. There are open lab hours for additional practice in the lab setting. The faculty will also openly communicate with the clinical preceptor to identify any students that are in need of remediation with specific tasks and techniques.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 23-24 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requesting additional funds again this year for the two expansion projects.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Retention (Graduation) Rate

Objective Number: 11.3

Start: 11/1/2023

End: 10/31/2024

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 2022 - 2023, this objective was met.

For AY 2023-2024 examining the data from the class of 2023, this objective was met. Fourteen (14) students were admitted into the cohort and twelve (12) students graduated, resulting in an 85.7% retention rate. Data is reflected on the class of 2023 outcomes tracking tool attachment.

Given that the observed value of 85.7% > the established benchmark of 60%, this objective is met.

Attached Files

[Outcomes-Tracking-Tool- CLASS OF 2023 REDACTED.xlsx](#)

Section 4: Improvement Plan/ Changes Made:

The program faculty will continue to schedule and participate in boot camps and will begin holding open houses to ensure that candidates are aware of the profession, technical standards, and rigor of the program. A boot camp was held on the Lafayette campus on July 19, 2024, flyer attached.

Attached Files

[BootcampFlyer 2024.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ST 23-24 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requesting additional funds again this year for the two expansion projects.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 (AAS) Employment

Objective Number: 11.4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Section 1: Objective With Intended Outcomes:

This objective and outcomes are purposefully being repeated to begin reporting on the previous year rather than the current year because the objective includes a 12-month period.

Surgical Technology students will be employed in a related field within 12 months of graduation.

Section 2: Assessment/Evaluation/Measures/Strategies:

The expected level of employment in a field related to surgical technology is 80%, at least within 1 year after graduation. This benchmark is set by the Commission on Accreditation of Allied Health Programs (CAAHEP) Standard IV.B: Outcomes Assessment (see attached CAAHEP standard IV.B summary below).

Attached Files

[CAAHEP ST Standards Interpretive Guide Employment.pdf](#)

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

For AY 2022 - 2023, this objective was met.

For AY 2023-2024 planning period examining the data from the class of 2023, all twelve (12) graduates are employed as certified surgical technologists (CST's) in community hospitals within one (1) month of program completion. This objective was met; 100% employment rate within one month of program completion.

Given the benchmark of 80% was surpassed this objective was met.

Section 4: Improvement Plan/ Changes Made:

The program faculty will continue to, formally and informally, assess the job market throughout the state, as well as the needs of the clinical sites for Certified Surgical Technologist. Formally this will take place through several posted surgical technology positions with AST, NBSTSA, and other online resources. Informally, the clinic sites (HR and operating room leaders) visit with the students and faculty and discuss open surgical technology positions.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
ST 23-24 Maintain an effective Surgical Technology (ST) Associate of Applied Science (AAS) Program

Goal Number: 11

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Surgical Technology (AS)

Budget Information: Additional funds have been requested for the budget from the general University fund for the past three years for expansion and have been denied every year. The program will be requesting additional funds again this year for the two expansion projects.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Increase Enrollment of Dual Enrollment students

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Section 1: Objective With Intended Outcomes:

New Objective: The LSUE Dual Enrollment Program will increase student enrollment.

Old Objective: The LSUE Academy will increase student enrollment for Fall xxxx semester over the historical mean enrollment from prior fall semesters.

Rationale: The objective will updated so it does not include the semester or the benchmark.

Section 2: Assessment/Evaluation/Measures/Strategies:

Old Strategy:

To continue to increase enrollment in dual enrollment, the benchmark for Fall xxxx enrollment will meet or exceed the historical mean unduplicated Fall enrollment of **460** students and **2157.7** credit hours.

New Strategy:

This will be based on the 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
Mean	464.0
Median	515.0

Meeting or exceeding the median or mean will indicate success.

Rationale for change:

The old objective referred to two different metrics - student count and credit hours.

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

For AY 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-24, institutional research reported that there were 1,121 high school dual enrollment students registered on the census date.

Given that the observed value of 1,121 > the historical mean of 464, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Assessment results show an increase 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

[Interested in applying for DE or the Academy.pdf](#)

[Summer-Fall Scheduling.pdf](#)

[FAQ Reminder Email.pdf](#)

[DE Parent Card Side 2.pdf](#)

[DE Parent Card Side 1.pdf](#)

[DE FB Advertisement.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 23-24 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 LSUE Academy Fall to Fall Retention

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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).

Director of IE's note: Even though the data below was incomplete (up through 19-20), we decided to use it because the new Director was completing her first year. The data will be updated for Fall 2024 to fall 2025.

Attached Files

[LSUE Dual Enrollment & Academy Historical Data.pdf](#)

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

For AY 2021-2022, this objective was not met. See the improvement plan for that year.

For AY 2022-2023, this objective was delayed due to Accreditation. In addition, the objective has been updated so it is not necessarily comparable to previous academic years.

For AY 2023-2024, LSUE Academy had a Fall 2022 had an enrollment of 38 incoming juniors. In the Fall of 2023, 33 seniors were registered for the LSUE Academy, yielding a retention rate of 86.8 %. This shows that the goal was not only met but exceeded by 3.4%.

Because the observed value of 86.8% > the historical value of 83.4%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Dual Enrollment students that are not currently in the Academy program will be encouraged to switch to Academy if they show the potential to graduate through the program based on credit hours earned. Constant communication with school counselors and students will continue to increase the possibility of student success and continuation in the program.

See documentation below.

Attached Files

[GS Certificate Counselor Email.pdf](#)

[DE to Academy Flyer.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 23-24 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Dual enrollment and LSU Eunice Academy
 Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Compare Dual Enrollment Student GPAs to new FF LSUE Students GPA

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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 2021-2022, this objective was met.

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, Fall 2023 high school dual enrollment (n=1121) had a semester mean GPA of 3.0855. First-time students at LSUE (n=800) had a mean semester GPA of 2.0911. This reflects a 0.9944 higher GPA for high school dual enrollment students over first-time traditional students at LSUE.

Because the observed GPA for dual enrollment students of 3.0855 > the comparison group of all new first-time students of 2.0911, this 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 (see two examples below).

Attached Files

[midterm int examples Redacted.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

DEAC 23-24 Maintain an effective LSUE Academy and Dual Enrollment Program

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Dual enrollment and LSU Eunice Academy

Budget Information: budget currently exists (none)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Faculty Satisfaction with the Library

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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
weighted means	3.86	4.50	4.18	238

Meeting or exceeding the mean of 4.18 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 2022-2023, this objective was met.

For AY 2023-2024, the library planned to work on updating LibGuides to include a page for each program LSU Eunice offers and encourage the faculty to refer students to it. This initiative had to be put on hold due to the considerable demands of the WorkDay project. We will move this improvement plan to next year.

For AY 2023-2024, a total of 31 (51.7%) of the 60-faculty responded to the survey in April 2024 (see attached PDF below). The results were:

- $\bar{x}_{20} = 3.6$ with 2 responding n/a
- $\bar{x}_{46} = 4.4$ with 0 responding n/a
- $\bar{x}_{\text{simple}} = 4.0$.

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. Interesting enough, the longitudinal report from 2014 through 2024 shows that faculty tended to be satisfied with the services as the grand mean of 3.83 demonstrates while they were always satisfied with the library services (see the longitudinal faculty report).

Given that the observed combined score of 4.0 = agreed or 4.00, this objective is met (even though it did not meet the 4.18).

Attached Files

[Library Faculty Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.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.

During AY 2024-2025, library personnel will work with faculty on updating LibGuides to include a page for each program LSU Eunice offers and encourage faculty to refer students to it.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 23-24 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LIB 23-24 Staff Satisfaction with the Library

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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
weighted means	3.88	4.15	4.01	449

Meeting or exceeding the historical benchmark of 4.01 OR the value for "agree" = 4.00 is considered as successful.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the book club returned with the group reading *Where the Crawdads Sing*, followed by a showing of the movie adaptation that was open to everyone on campus (see attached PDFs below). There were plans for a second annual Cajun Prairie Author Expo in Spring 2024, but due to several reasons, including being busy with the SACSCOC Accreditation process and scheduling conflicts with the community partners that are involved in the preparation of the Expo we were unable to hold it. We do still have plans to bring this incredible event back in the future.

For AY 2023-2024, a total of 36 (53.7%) of the 67 staff members responded to the April 2024 survey (see attached PDF below). The results were:

- $\bar{x}_{17} = 4.0$ with 6 responding n/a
- $\bar{x}_{39} = 4.2$ with 7 responding n/a
- $\bar{x}_{\text{simple}} = 4.1$.

As indicated by the scores, the staff agreed that resources and services were adequate. The longitudinal report shows that question 17 has scored greater than or equal to 4.0 since 2020. Staff also agreed that the library staff was helpful as shown by the longitudinal results given that they have scored it a 4.0 or higher since 2016.

Given that the observed combined observed score of 4.10 > agreed or 4.00, this objective is met.

Attached Files

[Library Staff Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

[Where the Crawdads Sing Movie.pdf](#)

[Book Club SP24.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 2024-2025, the library will continue to host events, including an author book signing event and another book reading for our book club.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
LIB 23-24 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed
 Provided By: Library and Student Support Services
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

LIB 23-24 Student Satisfaction with the Library

Objective Number: 1.3

Start:11/1/2023

End:10/31/2024

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 2023-2024, LSU Eunice had sites at the following locations:

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

Note that the LSU Laboratory High School Dual Enrollment Site was closed during AY 2021-2022 (see notification from SACSCOC on February 4, 2022, PDF file below).

The Ruffalo Noel-Levitz (RNL) Student Satisfaction Inventory given to students toward the end of the spring 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, and
- Spring 2023 was 6.20 with an n = 46,104 students.

The simple mean is 6.075.

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 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 = 5.97, \bar{x} = 6.145 (n = 249)
- LSUE: #6 = 6.36, #43 = 5.90, \bar{x} = 6.13 (n = 109)
- LSUA: #6 = --, #43 = --, \bar{x} = -- (**n = 0**). No students enrolled in spring 2024.
- Dual Enrollment < 50% of a program: #6 = 6.18, #43 = 5.33, \bar{x} = 5.755 (n = 21). Caution is urged in interpreting the data given the low n.
- Both 8-week and 16-week Online: #6 = 6.43, #43 = 6.58, \bar{x} = 6.505 (n = 95)
- Ochsner Lafayette General Orthopedic Hospital: #6 = 6.00, #43 = 4.86, \bar{x} = 5.43 (n = 10).

It should be noted that all registered LSU Eunice students have access to the LSU Eunice Library services. Given that, many off-site students at

- LSU Eunice students at the Lafayette General Orthopedic Hospital site use the LSU Eunice Library;
- Dual Enrollment students use their high school library and log into the LSUE Library electronically; and
- Online students use LSU Eunice's Library Online.

As a result, it is unclear if they are evaluating their own local library or LSU Eunice's library. Regardless, the weighted overall mean value = 6.32 indicates that students at all sites were at least satisfied with the library's services.

Given that the overall observed mean = 6.145 > the historical benchmark = 6.075, this objective is met.

Attached Files

[Library NL-SequentialSite.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 students.

For AY 2024-2025, the library plans to host an author book signing and another opportunity for students to participate in a campus book club.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 23-24 Constituencies at LSUE will be satisfied with library operations.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

LIB 23-24 Increase the Number of Library Visits

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Library traffic will increase.

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective will assess library traffic based on the library's electronic gate counter. The benchmark is an increase from the average of historical data from the previous 5 years (see Table 1).

Table 1. Gate counts for the given years

Academic Year	Gate Count
2016-2017	47,126
2017-2018	55,742
2018-2019	61,279
2019-2020	48,548
2020-2021	31,281
Mean:	48,795

Meeting or exceeding this mean is considered as meeting this objective.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, the item has been **canceled** because the gate count includes many students coming in for advising, tutoring, disability services, and testing center.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 23-24 Library Patron Usage and Traffic will Increase

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LIB 23-24 Increase the Number of Items Circulated

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Library and Student Support Services

Section 1: Objective With Intended Outcomes:

Library holdings will increase in circulation.

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective will assess library circulation of all physical holdings. The benchmark is the mean of the previous 4 academic years (see Table 1).

Note that the Director of IE recommended using a three-to-five-year average to establish the benchmark in last year's improvement plan. As a result, the benchmark changed from a set percentage to a variable percentage based on historical documents.

Table 1. Number of items circulated for the given years

Academic Year	Items Circulated
2017-2018	1266
2018-2019	895
2019-2020	808
2020-2021	314
Mean:	821

Meeting or exceeding this mean is considered as meeting this objective.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective is **cancelled** because it originally meant to represent physical materials. Most students are currently using the digital collection because of relevancy and availability.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 23-24 Library Patron Usage and Traffic will Increase

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

LIB 23-24 Increase the number of Bibliographic Instructional Sessions**Objective Number: 3.1****Start: 11/1/2023****End: 10/31/2024****Progress: Canceled****Provided By: Library and Student Support Services****Section 1: Objective With Intended Outcomes:**

The objective is to increase the number of Bibliographic Instruction (BI) Sessions, thereby improving information literacy skills.

Section 2: Assessment/Evaluation/Measures/Strategies:

Library personnel continue to collect data for these objectives and will move to a 3-year average for AY 2021-2022.

For this year the average from AY 2018-2019 - AY 2020-2021 will be used to set the benchmark. The average number of BI sessions for these three years was 28 sessions, reaching 674 students (see Table 1).

Table 1. Number of BI Sessions and Students Attending

Year	BI Sessions	Students
AY 2018-2019	24	593
AY 2019-2020	28	723
AY 2020-2021	33	707
mean	28	674

Meeting or exceeding these benchmarks is considered successful.

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

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

For AY 2023-2024, this objective is cancelled due to the fact that meeting student needs is more important than student numbers.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

LIB 23-24 The Library will provide guidance and instruction in library skills and information literacy.

Goal Number: 3
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Canceled
 Provided By: Library and Student Support Services
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 1. Ensure Access
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

LIB 23-24 Bibliographic Instruction

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 through student learning outcomes (SLOs) related to the Bibliographic Instruction (BI) Sessions that are presented to students upon faculty request.

The SLOs are as follows: Upon the conclusion of this bibliographic instruction session, the student will demonstrate skills related to locating and utilizing the LeDoux Library's:

- A. physical resources.
- B. digital resources.

Methodology: Students are given a paper quiz for face-to-face instruction. Students are given an online quiz (both are the same) for any online instruction. The quiz used is an internally created document to directly assess the outcomes after the bibliographic instruction.

Benchmark: Tentatively, the benchmark is established at 70%.

Director of IE's note: The benchmark is tentative because the quiz is new and was piloted in spring 2022.

Attached Files

[BI Quiz.pdf](#)

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, delayed due to timing with accreditation and Achieving the Dream.

Section 4: Improvement Plan/ Changes Made:

n/a

Goal Number: 4

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Library and Student Support Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Academic Advising

ACAD 23-24 Create a more structured and thorough advisor training program

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed
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 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective is delayed because the Executive Director of the Library and Student Support Services is deciding how to pursue increasing effectiveness with advising given the results in 1.2.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ACAD 23-24 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Student Satisfaction with Academic Advising

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

Student satisfaction on the Noel Levitz Student Satisfaction Inventory will assess this outcome bench marked against national satisfaction for five questions.

3. My academic advisor is available when I need help ($\bar{x}_{\text{national}} = 6.01$ with SD = 1.45).

14. My academic advisor is knowledgeable about my program requirements ($\bar{x}_{\text{national}} = 6.18$ with SD = 1.35).

16. My advisor helps me apply my program of study to career goals ($\bar{x}_{\text{national}} = 6.01$ with SD = 1.50).

22. My academic advisor is knowledgeable about transfer requirements of other schools ($\bar{x}_{\text{national}} = 6.03$ with SD = 1.45).

35. I receive ongoing feedback about progress toward my academic goals ($\bar{x}_{\text{national}} = 5.78$ with SD = 1.57).

$\bar{x}_{\text{combined}} = 6.002$

$n = 46,104$

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 6.002.

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

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, a total of 249 (7.8%) out of 3,210 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 6.106 overall exceeding the national mean of 6.002. All sites exceeded the national average except the Ochsner Lafayette General Orthopedic Hospital site with a rating of 4.982 (which could be rounded to 5.0 or somewhat satisfied). Please keep in mind that the hospital site with an n = 10 does not contain enough participants in the survey to normalize the data. In addition, please note that the academic advisors in the library advise first year students and not students enrolled in nursing or Surgical Technology so the OLG Hospital in Table 1 does not apply. It is shown here because it is an Off-Campus Instructional Location by SACSCOC definitions. Note that the LSUA face-to-face site had no students enrolled during spring 2024.

Question	Nat'l	Overall	LSUE	LSUA	Dual Enroll < 50%	Online	OLG Hospital
3	6.01	6.02	6.00	--	6.57	6.04	4.63
14	6.18	6.37	6.43	--	6.50	6.06	4.78
16	6.01	6.14	6.22	--	6.50	6.06	4.75
22	6.03	6.26	6.14	--	6.50	6.48	5.00
35	5.78	5.74	5.67	--	5.53	5.89	5.75
Means	6.002	6.106	6.092	--	6.320	6.106	4.982
n	46,104	249	109	0	21	95	10

Given that the observed rating of 6.106 > the national benchmark of 6.002, this objective is met.

Attached Files

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

Section 4: Improvement Plan/ Changes Made:

Due to advisor turnover, it has been difficult to provide let alone execute an improvement plan.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ACAD 23-24 Advise students across academic disciplines within the Student Success Center

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Academic Advising

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Disability Services - Student Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

For AY 2023-2024, 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 2022-2023, this objective was met.

For AY 2023-2024, the RNL survey was sent out electronically in April through an email from the Dean of Student Affairs. In all, 249 (7.8%) of the 3,210 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):

- $\bar{x}_{\text{overall}} = 6.24$, $n = 249$.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.22$, $n = 109$.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024.
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.14$, $n = 21$.
- $\bar{x}_{8 \text{ \& 16-week online}} = 6.26$, $n = 95$.
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 7.00$, $n = 10$.

As indicated, students at all sites rated the question with an overall mean of 6.24 or slightly above "satisfied".

Given that the overall observed mean of $6.24 \geq 6.00$ (satisfied), this objective is met.

Attached Files

[Disability Services NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the good results and the fact that this objective has only existed for two years, the Director of Institutional Effectiveness recommends monitoring into AY 2024-2025. The Coordinator of Disability Services agreed on 12/4/24.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
DISA 23-24 Expand campus outreach efforts on services available for students with disabilities

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Disability Services

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Program Completion

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective is cancelled because traditional developmental education is no longer offered due to changes by the Board of Regents.

Section 4: Improvement Plan/ Changes Made:

Even though the new coordinator was not present in AY 2023-2024, she provided an improvement plan based in December 2024 on her experience with the program (see the first page of the attached pdf).

Attached Files

[PWAY Improvement AY 23-24 entire doc.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PWAY 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Pathways to Success

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Student Satisfaction with Tutoring

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

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 or exceeding the mean of the individual survey question means which are:

- \bar{x}_{27} national score = 6.25
- \bar{x}_{28} national score = 6.34
- $\bar{x}_{\text{simple of the two questions}}$ = 6.295
- $n = 46,104$ students

so 6.295 as shown or 6.00 which is "satisfied".

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 249 (7.8%) of the 3,210 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 $\bar{x}_{27} = 6.44$, $\bar{x}_{28} = 6.50$, $\bar{x}_{\text{both}} = 6.47$, $n = 249$
- LSU Eunice face-to-face site $\bar{x}_{27} = 6.33$, $\bar{x}_{28} = 6.38$, $\bar{x}_{\text{both}} = 6.355$, $n = 109$
- LSU Alexandria face-to-face site $\bar{x}_{27} = --$, $\bar{x}_{28} = --$, $\bar{x}_{\text{both}} = --$, $n = 0$; no students enrolled in spring 2024
- Dual enrollment sites < 50% of a program $\bar{x}_{27} = 6.47$, $\bar{x}_{28} = 6.50$, $\bar{x}_{\text{both}} = 6.485$, $n = 21$
- 8-week and 16-week online $\bar{x}_{27} = 6.70$, $\bar{x}_{28} = 6.70$, $\bar{x}_{\text{both}} = 6.70$, $n = 95$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_{27} = 5.33$, $\bar{x}_{28} = 5.67$, $\bar{x}_{\text{both}} = 5.50$, $n = 10$

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 $n = 10$ may be biased and not representative of the students at the site.

Given that the overall \bar{x} for both questions = 6.47 > the national benchmark $\bar{x} = 6.295$ (and 6.00), this objective is met.

Attached Files

[Tutoring NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Implement peer tutor trainings throughout the semester to support the peer tutors and provide more for the students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TUTR 23-24 Provide tutoring services for students

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Tutoring
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

TUTR 23-24 Require tutoring as an early alert system for Pathways to Success students.

Objective Number: 2.1
Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
Provided By: Tutoring

Section 1: Objective With Intended Outcomes:

To mandate tutoring for students who receive a grade below 70% or C- on a major assignment in either English or Mathematics for two (2) hours or more.

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.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this object was delayed due to efforts associated with accreditation.

Section 4: Improvement Plan/ Changes Made:

The tutoring supervisor has noted that math and English faculty are not turning in tutoring alerts for Pathways students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TUTR 23-24 Provide academic support for Pathways to Success students.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Tutoring

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Testing Center

TEST 23-24 Placement and Procedures

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

- LSU Eunice,

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

Student 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 = 6.15 having an n = 46,104 students. Meeting or exceeding the $\bar{x}_{\text{satisfied}} = 6.00$ or the $\bar{x}_{\text{national}} = 6.15$ will meet 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 2022-2023, this objective was met.

For AY 2023-2024, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 249 (7.5%) of the 3,210 students registered for spring on the census date responded.

In terms of satisfaction, students scored the assessment and placement procedures in the following manner (see the attached Placement NL... PDF below):

- $\bar{x}_{\text{overall}} = 6.22$, n = 249.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.03$, n = 109.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, n = 0. No students enrolled during spring 2024.
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.32$, n = 21.
- $\bar{x}_{\text{8 & 16-week online}} = 6.44$, n = 95.
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 5.67$, n = 10.

As indicated, the overall rating of $6.22 > 6.15$ indicated that students at most sites were at least satisfied, except for the students at the Ochsner Hospital site with a rating of 5.67. Please keep in mind two issues with the first being that these students have already been accepted into either Nursing or Surgical Technology so they are not first-time students. Second, with a sample of $n = 10$, the rating may be biased and not reflect the population parameters at that site.

Given that the overall observed mean of $6.22 \geq 6.00$ (satisfied) and the 6.15 national average, this objective is met.

Attached Files

[Placement NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

As far as what changed in the Testing Center, we transitioned from A2 HESI (\leq SP 24) to NLN NEX (FA24) for nursing and allied health entrance exams.

The administrator of the Testing Center noted that progress can be monitored.

Attached Files

[2024-11-25 Testing Center Email.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

TEST 23-24 Student Satisfaction with Assessment and Placement Procedures

Goal Number: 1

Start:11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Testing Center

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Registrar's Office - Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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.

Attached Files

[Longitudinal Faculty Survey Results.pdf](#)

[Registrar Faculty Survey Sp 24.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 31 (51.7%) of the 60-faculty responded to the April 2024 Survey (see attached PDF below). The results were:

- $\bar{x}_{27} = 3.2$ with 1 responding n/a
- $\bar{x}_{47} = 4.3$ with 1 responding n/a
- $\bar{x}_{\text{simple}} = 3.75$.

The longitudinal faculty data below suggests that faculty have never been satisfied with the registration procedures as indicated by the pattern of scores for question 27 and the grand mean of 3.57; however, LSU Eunice is expected to change from the current system to WorkDay Student in fall 2025. In contrast, the faculty have always been satisfied with the customer service received from the Registrar's office as indicated by the rating at or above 4.0 since 2014 with a grand mean of 4.32.

Given that the observed combined score of $3.75 < \text{agreed or } 4.00$, this objective is partially met given the 4.3 on question 47.

Section 4: Improvement Plan/ Changes Made:

The Registrar thinks the fact of having to pair up co-requisite courses did play a role as faculty and staff had to schedule the specific sections together that led to students being restricted as to other courses to take. Perhaps there was some frustration as to the sequence of scheduling the "developmental" course first.

In regard to the improvement plan, this is a point to be addressed as the communication as to the sequence of how courses are added. As a rule of thumb, the lower the number is the order the courses need to be added in sequence. Example, ENGL0101, then ENGL1001. The same logic applies for allied health programs where there are specific courses taken at the same time in a semester.

Finally, as reported in the mathematics outcomes, Dr. Tristen Denley from the Board of Regents paid a visit to LSUE and suggested a few items to improve mathematics success rates. These items are indirectly related to the Registrar's operations (see attached meeting minutes):

1. Students should not be enrolled in both co-requisite mathematics and English in their first semester.
2. The support course should be offered first.
3. Do not offer the co-requisite and credit bearing courses back-to-back because it is too long to focus on one subject.

The meeting with Dr. Denley was held on April 25, 2024 and students were registered for fall courses at that time so all three items will be implemented in spring 2025.

Attached Files

[1 Denley Visit.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
REG 23-24 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed
 Provided By: Registrar
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

REG 23-24 Registrar's Office - Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, 36 (53.7%) of the 67 staff members completed the survey in April 2024 (see pdf below). The results were:

- \bar{x}_{23} = 3.8 with 9 choosing n/a
- \bar{x}_{40} = 4.5 with 5 choosing n/a
- \bar{x}_{simple} = 4.15

The longitudinal results indicate that staff have never been completely satisfied with question 23 as indicated by the grand mean of 3.49. It has been scored higher in the last two springs with both being 3.8 (see the Longitudinal Staff Report below). Interestingly enough, the Registrar reported that he has no complaints from staff. Next, staff have generally been satisfied with how helpful the Registrar's office has been since spring 2018. As shown, the scores have increased over the last few years.

Given that the combined observed mean of 4.15 > the benchmark of satisfied of 4.00, this objective is met.

Attached Files

[Longitudinal Staff Survey Results.pdf](#)

[Registrar Staff Survey Sp 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Registrar's office will communicate with other departments (staff) via email and phone as to changes in the registration process and how the differential billing works. In addition, the Registrar's office will provide training as LSUE transitions to the Workday Student Information System effective fall 2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

REG 23-24 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

REG 23-24 Registrar's Office - Student Satisfaction

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

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

Two questions on the Noel Levitz Survey examine the 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

- $\bar{x}_2 \text{ national} = 5.99$
- $\bar{x}_{19} \text{ national} = 6.18$
- $\bar{x}_{\text{simple mean of two national scores}} = 6.085$
- $n = 46,104$

(see the left column of the Registrar's Office NL-Sequential Site 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 2022-2023, this objective was met.

For AY 2023-2024, the spring survey was sent out electronically to LSUE students by the Administrative Assistant from the Office of Student Affairs. In all, 249 (7.8%) of the 3,210 students responded to the survey with the results shown by site in Table 1.

Table 1. Student Satisfaction with the Registrar's Office AY 2023-2024							
Number	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
2	5.99	6.22	5.95	--	6.05	6.59	6.00
19	6.18	6.26	6.22	--	6.06	6.42	5.44
Mean	6.085	6.240	6.085	--	6.055	6.505	5.720
n	46,104	249	109	0	21	95	10

As shown in Table 1, the LSUE, dual enrollment < 50% of a program, and online students were "satisfied" with a rating greater than or equal to 6.00. The Ochsner Hospital site was slightly below "satisfied" at a 5.720. This data should be interpreted carefully because of the $n=10$. It is not enough of a sample to normalize the data and may contain bias. Note that the LSUA face-to-face site had no students enrolled in spring 2024.

Given that the overall observed rating of $6.240 > 6.085$ and 6.00 , this objective is met.

Attached Files

[Registrars Office NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

There are planned job aids and videos to assist students through the registration process. This will reduce the number of questions and confusion for students as to how the registration process works.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
REG 23-24 To meet the needs during the registration process of students, faculty, and staff

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Registrar

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

Admissions

ADRE 23-24 Bengal Day

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Admissions

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 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, partial information was sent to the Director of IE on December 2, 2024. This information showed a total of ten respondents with 7 (70%) of them saying that they were more likely to attend. A total n attending was not given.

Given that the observed value 70% < the established historical value of 75%, this objective is partially met because n = 10; there was partial information given, and the data was from only one Bengal day (see highlighted on page 6 below).

Attached Files

[BENGAL DAY STUDENT SURVEY FA23.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Provide complete data.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 23-24 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed
 Provided By: Admissions
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Student Satisfaction with Admissions

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

The following questions will be used to assess this objective:

7. Admissions staff provide personalized attention prior to enrollment. ($\bar{x}_{\text{national mean}} = 5.98$)
 17. Admissions counselors accurately portray program offerings in their recruiting practices. ($\bar{x}_{\text{national mean}} = 6.02$)
 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 = 6.113.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the RNL survey was sent out electronically in April through an email from the Administrative Assistant from the Office of Student Affairs. In all, 249 (7.8%) of the 3,210 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 2023-2024							
Description	National	Overall	LSUE FF	LSUA FF	Dual Enroll < 50%	Online	OLG Hospital
7	5.98	6.17	6.04	--	6.13	6.42	4.63
17	6.02	6.23	6.15	--	6.50	6.41	5.13
20	6.34	6.37	6.22	--	6.30	6.55	6.33
mean	6.113	6.257	6.137	--	6.310	6.46	5.363
n	46,104	249	109	0	21	95	10

Table 1 shows that all sites except the Ochsner Lafayette General Orthopedic Hospital exceeded the overall mean for the three questions. Interestingly enough, it would have been at least one year since any student at the hospital site dealt with admissions because they have completed their prerequisites and have been accepted into the Nursing and Surgical Technology programs. The low $n = 10$ may be the reason here that the students answering the question are biased and do not represent the population parameters.

Given that the observed rating of $6.257 >$ the national benchmark = 6.113 (and 6.00), this objective is met.

Attached Files

[Admissions Satisfaction NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Registrar who oversees this area will have increased staffing to assist students in the application process. In addition, job aids and videos will be available for students to use as a resource to assist in the admission to LSUE.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 23-24 Provide opportunities for prospective students to acquaint themselves with university requirements, personnel and services.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Increase Unduplicated enrollment headcount

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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 2023

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 2022 enrollment = 3,037 students. Meeting or exceeding 3,037 would be considered success (see the left side data in the PDF below).

Attached Files

[DistallStudentsFall22-23.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there were a total of 3,623 enrolled as of the census day for fall 2023 representing an increase of 586 (19.30%) over the 3,037 from fall 2022. Note that total enrollment for fall 2022 is in the middle bottom of the attached document below while the total enrollment for fall 2023 is in the lower right corner.

Notable increases were shown in

- continuing students - a 5.00% increase of 63 students from 1,261 in fall 2022 to 1,324 in fall 2023.
- high school dual enrollment - a 83.17% increase of 509 students from 612 in fall 2022 to 1,121 in fall 2023 (see the attached PDF toward the top highlighted).

Given that the observed value of 3,623 for fall 2023 > the historical value of 3,037 for fall 2022, this objective is met.

Attached Files

[DistallStudentsFall22-23.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the new LSU Statewide Strategic Plan nearing completion, Cabinet began discussing enrollment targets for fall 2024 during the month of February. Unfortunately, no meeting minutes were kept.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 23-24 Increase overall Unduplicated enrollment headcount

Goal Number: 2

Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Admissions
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Student Satisfaction with Orientation

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Admissions

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

Feedback from the Noel Levitz Student Satisfaction Inventory question number 42 "The orientation program provides helpful information about campus life and access to services for new students" will be used as a measurement. There is a 7-point scale for the Noel Levitz Student Satisfaction Inventory. The Inventory uses the following Likert Scale for the questions asked:

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

This is a LSUE site-based question. As a result, 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 = 6.006. (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
Weighted Mean	6.006	3810

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students enrolled on the census day for the spring semester responded to the RNL Student Satisfaction Survey (see PDF file below). Satisfaction with question 42 was as follows:

- Overall \bar{x} = 6.46, n = 249
- LSU Eunice face-to-face site \bar{x} = 6.08, n = 109
- 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} = 6.29, n = 21
- Online \bar{x} = 6.44, n = 95
- Ochsner Lafayette General Orthopedic Hospital site \bar{x} = 6.00, n = 10

As noted in the data, all sites exceeded the 6.00 and the 6.006 with online rating it the highest followed by dual enrollment students.

Given that the observed rating of 6.46 > the historical benchmark = 6.006 and the "satisfied" = 6.00, this objective is met.

Attached Files

[Orientation Satisfaction RNL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ADRE 23-24 Provide orientation for new students to acquaint themselves with the university

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Admissions

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Student Affairs

Financial Aid

FIAD 23-24 Financial Aid Awards

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

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

The objective will be met by meeting or exceeding "satisfied" = 6.00 or the simple historical national mean of 5.601 as calculated below. Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range.

- 2016-2017 = 5.40
- 2017-2018 = 5.42
- 2018-2019 = 5.41
- 2019-2020 = 5.41
- 2020-2021 = 5.84
- 2021-2022 = 5.66
- 2022-2023 = 5.77
- 2023-2024 = 5.90
- $\bar{X}_{\text{simple national mean}} = 5.601$

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, 249 (7.8%) of the 3,210 students registered on the census day for the spring semester completed the RNL survey. The results by site were:

- $\bar{X}_{\text{overall}} = 5.54$, n = 249.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.25$, n = 109.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, n = 0. No students enrolled for spring 2024.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.00$, n = 21.
- $\bar{X}_{\text{8 & 16-week online}} = 5.94$, n = 95.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 4.50$, n = 10.

Answers to this question on the RNL Survey indicate that LSUE students were somewhat satisfied at the LSUE face-to-face site and online. Dual enrollment students were satisfied by the way in which aid was awarded, meaning payment from their local school district or the state. Similar to

most other questions, students at the hospital site were between neutral and somewhat satisfied, but the $n = 10$ is problematic because the number is too small to begin to normalize the data in order to approximate the population parameters.

Given that the observed rating of $5.54 <$ the historical national mean $= 5.601$ and "agree" at 6.00, this objective is not met.

Attached Files

[Financial Aid Awards NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

We will continue to monitor through the 2024-2025 academic year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 23-24 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

FIAD 23-24 Financial Aid Resources

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

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

The objective will be met by meeting or exceeding "satisfied" = 6.00 or the simple historical national mean of 5.637 as calculated below. Note that a simple mean was calculated due to the fact that the n for each year is usually in the 60,000+ range.

- 2016-2017 = 5.40
- 2017-2018 = 5.45
- 2018-2019 = 5.47
- 2019-2020 = 5.57
- 2020-2021 = 5.81
- 2022-2023 = 5.80
- 2023-2024 = 5.96
- $\bar{x}_{\text{simple national mean}} = 5.637$

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see Financial Aid Resources pdf below). The ratings by site for question #23 are as follows:

- $\bar{X}_{\text{overall}} = 5.94$, $n = 249$.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.77$, $n = 109$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.23$, $n = 21$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.29$, $n = 95$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 4.83$, $n = 10$.

As shown, high school dual enrollment (many of which are not eligible for financial aid) and online students both rated the question above as satisfied exceeding the 6.00. LSUE face-to-face students approached satisfied at 5.77 while students at the hospital site approached somewhat satisfied. The LSUE students exceeded the historical simple mean whereas the hospital students did not (keeping in mind the low n may not be representative of the population parameter).

Because the observed overall rating of $5.94 >$ the historical simple mean of 5.637; this objective is met.

Attached Files

[Financial Aid Resources NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

We will continue to monitor through the 2024-2025 academic year. With regard to the hospital students, we will work with the Program Directors to offer to meet with these students during their initial orientation.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FIAD 23-24 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

Progress: Ongoing

FIAD 23-24 Financial Aid-Scholarships

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective was met. The total amount of scholarships disbursed for the 2024-2024 academic year was \$300,201.

Because the observed value of \$300,201 > \$210,567, this objective is met.

Attached Files

[Scholarship Summary 2023-2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

We will continue to award all available scholarships.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FIAD 23-24 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FIAD 23-24 Financial Aid Counseling-Student Satisfaction

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

The 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

Meeting objective will be either meeting or exceeding the simple historical mean calculated below of 5.886 or the value for "satisfied" = 6.00.

- 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
- $\bar{x}_{\text{simple historical mean}} = 5.886$

Note that the simple mean is used because the n for each year is typically > 50,000 students)

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students enrolled in the spring semester completed the survey. The ratings for question 15 were as follows for the various sites:

- $\bar{x}_{\text{overall}} = 6.15$, $n = 249$.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.02$, $n = 109$.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.33$, $n = 21$.
- $\bar{x}_{8 \text{ \& 16-week online}} = 6.39$, $n = 95$.
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 5.38$, $n = 10$.

As indicated in the data, all sites rated counseling greater or equal to 6.00 except the hospital site scoring just over neutral. As mentioned in other outcomes, the rating from 10 students may not completely represent the population parameter due to the low n .

Given that the observed rating of 6.15 > the simple historical mean = 5.886 and the 6.00 for satisfied, this objective is met.

Attached Files

[Financial Aid Counseling NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

We will continue to monitor through the 2024-2025 year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FIAD 23-24 Provide financial resources for eligible students in support of their educational/career goals.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Financial Aid

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 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

23-24 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

Residential Life

RL 23-24 Maximize In-Room Occupancy

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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			
Spring	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
Overall	1047	1060	98.77

The five-year average occupancy was 98.77%. The 98.77% will be used as the target benchmark from which future planning will be based.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, the housing director reported that 210 (99.06%) out of 212 beds were occupied on September 10, 2023.

Given that the observed value of 99.06% > the historical benchmark of 98.77%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of IE intends to discuss this objective with the new Dean of Student Affairs when hired because this objective will reach a point where it cannot be approved upon given the current rates of occupancy.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
RL 23-24 Housing Occupancy

Goal Number: 1
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Residential Life
Budget Information: Not applicable

RELATED ITEM LEVEL 2

23-24 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 23-24 Maximize Resident Satisfaction with Housing

Objective Number: 2.1
Start: 11/1/2023
End: 10/31/2024
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 the weighted mean shown in Table 1 of 3.78.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, the survey was sent out to the students in March and a total of 21 students responded (see file below). The mean of the scores for spring 2024 survey was 4.38. Because the observed value 4.38 > the historical average of 3.78, this objective was met.

Attached Files

[BV Sat Survey Sp 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Student ratings were higher than previous years, however the response rate was lower. The Housing office will push the marketing of the survey with more email reminders, as well as physical marketing such as flyers and yard signs during the survey period. In order to increase resident interaction with students we will increase the number of programs throughout the year as well as instituting a "lobby hour" policy in which resident assistants (RAs) must be in the Clubhouse after hours on their duty days to increase the likelihood of interacting with a wider variety of students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
RL 23-24 Housing Satisfaction

Goal Number: 2
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Residential Life
Budget Information: Not applicable

RELATED ITEM LEVEL 2
23-24 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 23-24 Student Satisfaction with Campus Activities

Objective Number: 1.1
Start: 11/1/2023
End: 10/31/2024
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. For the current academic year, LSU Eunice had sites at the following locations:

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

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 2022-2023. 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
Weighted Means	5.87	3189

A target of 5.87 (as established above) or 6.00 (satisfied) is set for AY 2023-2024 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 2022-2023, this objective was met.

For AY 2023-2024, the Campus Activities Board's advisor position was vacant; however, the Student Government Association and other student organizations on campus hosted activities throughout the year such as involvement fairs, Breakfast on the Geaux, a breast cancer awareness seminar, Trunk or Treat, Bengal Bash, and fitness and art club activities.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 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} = 6.11 with an n = 249.
- LSUE Site \bar{x} = 5.93 with an n = 109
- LSUA Site \bar{x} = -- with an n = 0
- Dual enrollment \bar{x} = 6.09 with an n = 21
- Online students \bar{x} = 6.50 with an n = 95, and
- Ochsner Lafayette General \bar{x} = 6.43 with an n = 10.

The data for each site suggests that all students completing the survey were somewhat satisfied (LSUE face-to-face site) to satisfied (all other sites) given that the results keeping in mind that some sites had low n's such as dual enrollment and the hospital sites.

Given that the observed mean score of 6.11 > the mean benchmark of 6.00 (satisfied) and 5.87 (historical), this objective is met.

Attached Files

[Student Activities NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

With the hiring of a student life coordinator for the AY 2024-2025, the number of campus activities offered will be increased.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
SACT 23-24 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Student Activities
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Activities are interactive and allow students to participate

Objective Number: 1.2
Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
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:

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

[SurveyMonkey - Student Engagement Survey.pdf](#)

[LSUE Student Engagement Survey 17-18 and 18-19.pdf](#)

[Survey Invitation Email 4-8-2022.pdf](#)

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective was delayed due to vacant positions within the Office of Student Affairs.

Section 4: Improvement Plan/ Changes Made:

With the hiring of a student life coordinator for the AY 2024-2025, the survey can be administered and results can be collected.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

SACT 23-24 Create a vibrant atmosphere of student life on campus at LSUE

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Student Activities

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Timely Conduct Case Adjudication

Objective Number: 1.1

Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
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 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, this objective was delayed due to the Dean of Student Affairs position being vacant.

Section 4: Improvement Plan/ Changes Made:

The new Dean of Student Affairs, hired in fall 2024, will decide whether to revise this objective.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 STCO 23-24 Timely Case Adjudication

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Delayed

Provided By: Student Conduct
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 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 23-24 Timely Student of Concern Case Adjudication

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 2022-2023, this objective was delayed due to Accreditation.

For 2023-2024, this objective was delayed due to a vacant position.

Section 4: Improvement Plan/ Changes Made:

The new Dean of Student Affairs will be hired in fall 2024 and will decide how to revise this objective.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
STCO 23-24 Timely Case Adjudication

Goal Number: 1
Start: 11/1/2023
End: 10/31/2024
Progress: Delayed
Provided By: Student Conduct
Budget Information: None (existing)

RELATED ITEM LEVEL 2
23-24 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 23-24 Increase enrollment.

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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. (note that this will become objective 1.1 in AY 2023-2024).

Objective updated in fall 2023.

Section 2: Assessment/Evaluation/Measures/Strategies:

The department will connect with the surrounding community to inform them of the course opportunities available. The new benchmark will be historical and will need to be determined.

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

For AY 2022-2023, this objective was delayed due to absence of a director in the department.

For AY 2023-2024, a total of 276 students enrolled in the department's offered non-credit courses. However, of those enrolled students, approximately 145 were outside of the normal enrollment, as they were funded by a one-time grant awarded to a local school district.

Evidence is electronic.

The results of this objective are inconclusive because there was no benchmark.

The results of this objective, limited to those which fall under normal enrollment circumstances, shall establish the benchmark for AY 2024-2025.

Section 4: Improvement Plan/ Changes Made:

The results of the assessment for this objective, excluding the students enrolled under special circumstances, shall establish the benchmark for AY 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

WFCE 23-24 The Office of Continuing Education will offer non-credit programs and classes based on community needs.

Goal Number: 2

Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Workforce Innovation & Continuing Education
 Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Leisure Learning courses or programs will meet the community's needs/interests.

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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.

"This course or program met my needs and interests.

- Very Likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely"

Attached Files

[Course Evaluation Form 2024.docx](#)

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 2023-2024, 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.

Attached Files

[Course Evaluation Form 2024.docx](#)

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

For AY 2022-2023, this objective was delayed due to absence of a director in the department.

For AY 2023-2024, approximately 20% of those who participated in noncredit leisure learning courses completed the requested course evaluation. The results of the completed surveys indicate that 98% of the participants responded, "Very likely" or "likely" to the question: "This course or program met my needs and interests."

Given that the observed value of 98% > the established benchmark of 90%, this objective is met.

Attached Files

[Evaluation 2.pdf](#)

[Evaluation 4.pdf](#)

[Evaluation 7.pdf](#)

Section 4: Improvement Plan/ Changes Made:

For AY 2024-2025, efforts to increase participation in post-evaluation surveys will be implemented by issuing an additional request to participants via email encouraging the completion of the post-evaluation survey.

For AY 2024-2025, an additional question on the post-evaluation survey will be added in order to allow participants to express areas of interest in future noncredit leisure learning courses.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 WFCE 23-24 The Continuing Education Office will use post-event survey data to evaluate the effectiveness of its programs.

Goal Number: 2
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Workforce Innovation & Continuing Education
 Budget Information: None (existing)

RELATED ITEM LEVEL 2
 23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Student Satisfaction with Career Services
Objective Number: 1.1
Start: 11/1/2023
End: 10/31/2024
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 AY 2023-2024, LSU Eunice had sites at the following locations:

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

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 AY 2023-2024, the national mean = 6.03 with an n = 46,104 students)

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, the RNL survey was sent out electronically in April through an email from the Administrative Assistant in the Office of Student Affairs. In all, 249 (7.8%) of the 3,210 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):

- $\bar{x}_{\text{overall}} = 6.15$, n = 249.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.10$, n = 109.

- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024.
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.13$, $n = 21$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.29$, $n = 95$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.00$, $n = 10$.

As indicated, students at all sites except the hospital exceeded the benchmark of 6.03; however, scores greater than or equal to 6.00 indicate that students were satisfied.

Given that the overall observed score of 6.15 > the national average of 6.03 and 6.00 (satisfied), this objective is met.

Attached Files

[Career Services NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

In early fall 2024, this department was moved to the Workforce Innovation and Continuing Education Department.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
CARSE 23-24 Student Satisfaction with Career Services

Goal Number: 1
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Career Services
Budget Information: None (existing)

RELATED ITEM LEVEL 2
23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
New Number Identifier Field: 2. Student Success
Progress: Ongoing

Achieving the Dream

ATD 23-24 Complete Grant Extension Tasks with Achieving the Dream

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Achieving the Dream

Section 1: Objective With Intended Outcomes:

The Chancellor's Cabinet will complete year three Achieving the Dream tasks per their schedule.

Section 2: Assessment/Evaluation/Measures/Strategies:

The strategies include the following:

- begin completing the digital skills competencies by program,
- disaggregating data,
- completing a spring 2024 coach visit, and
- completing the annual reflection.

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

For AY 2022-2023, this outcome was met.

For AY 2023-2024,

- The creation of the digital learning documents were underway (see attached).
- Disaggregation of data for the top most enrolled courses took place (see attached examples).
- An April 2024 visit took place.
- The annual reflection was completed.

Given that the tasks were completed, this objective was met.

Attached Files

[2024-10-18 Digital Skills All Programs.pdf](#)

[ENGL 1001-1001T ATD Longitudinal Demographics.pdf](#)

[MATH 1015 ATD Longitudinal Demographics.pdf](#)

[April 2024 ATD Visit Agenda.pdf](#)

[April 2024 Annual Reflection.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to monitor for what is due.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATD 23-24 Complete Grant Extension Tasks for the Achieving the Dream Grant

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Achieving the Dream
 Budget Information: Grant funded by Achieving the Dream \$244,000

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Grade Point Average

Objective Number: 1.1
Start: 11/1/2023
End: 10/31/2024
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 2022-2023, the team GPAs were:

- Women's Softball - 3.48

- Men's Baseball - 3.22
- Women's Basketball - 2.64
- Women's Soccer - 3.24
- Men's Soccer - 2.93

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

For AY 2022-2023, this outcome was met.

For AY 2023-2024, the 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

The Women's Softball Team, Men's Baseball 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 3.09.

Since the overall observed value of 3.09 > the benchmark of 2.50, Objective 1.1 was met.

Attached Files

[2023-2024 Learning Outcomes & Assessments - Softball.pdf](#)
[2023-2024 Learning Outcomes & Assessments - Baseball.pdf](#)
[2023-2024 Learning Outcomes & Assessments - WBB.pdf](#)
[2023-2024 Learning Outcomes & Assessments - WSOC.pdf](#)
[2023-2024 Learning Outcomes & Assessments - MSOC.pdf](#)

Section 4: Improvement Plan/ Changes Made:

A focus on tutoring and study halls will continue.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATHL 23-24 To support academic achievement of student athletes using grade point average

Goal Number: 1

Start: 1/1/2023

End:10/31/2024

Progress: Completed
 Provided By: Athletics
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Maintain a winning percentage

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this outcome was met.

For AY 2023-2024,

- Softball Program finished with a 42-14 record and a 75% winning percentage.
- Baseball Program finished with a 56-8 record and an 87.5% winning percentage.
- Women's Basketball finished with a 6-23 record and a 20.7% winning percentage.
- Women's Soccer finished with a 5-6-3 record and a 46.4% winning percentage.
- Men's Soccer finished with a 13-4-1 record and a 75% winning percentage.
- The overall record of the Athletic Department was 122-55-4 for a 68.5% winning percentage.

Since the observed 68.5% > the benchmark of 60%, the objective was met keeping in mind that the Women's Basketball Team and Women's Soccer Team fell below the 60%.

Section 4: Improvement Plan/ Changes Made:

Monitor the various programs.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

ATHL 23-24 To be successful on the field of play.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Athletics

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Bookstore-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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
6. n/a = not applicable

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 31 (51.7%) of the 60 eligible faculty responded to the spring faculty survey. For the bookstore question 30, the result was $\bar{x}_{30} = 2.5$ dropping from 4.40 from spring 2023 (see the 2024 survey results attached). The longitudinal faculty report below shows that the rating of 2.5 for spring 2024 is the first time that the rating was below 4.0, is the lowest in the period studied, and is below the grand mean of 4.07.

Given that the observed value of $2.5 < \text{the benchmark for agreeable of } 4.00$, this objective is not met.

Attached Files

[Bookstore Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

LSU Eunice Bookstore management has reviewed the survey results. Plans to increase communication between bookstore staff/management are being put into place to ensure faculty needs are being met throughout the year. These plans include going over bookstore adoption forms with faculty, and timely ordering of materials. A semester evaluation will be done at the end of every semester to determine the overall faculty satisfaction.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

BOOK 23-24 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: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Bookstore
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Bookstore-Student Satisfaction

Objective Number: 1.2
Start: 11/1/2023
End: 10/31/2024
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 AY 2023-2024, LSU Eunice had sites at the following locations:

- LSU Eunice,

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

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
4. Somewhat dissatisfied
5. Neutral
6. Somewhat satisfied
7. Satisfied
8. 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 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see Bookstore NL... pdf below). The ratings by site for question #44 are as follows:

- $\bar{X}_{\text{overall}} = 5.73$, $n = 249$.
- $\bar{X}_{\text{LSUE face-to-face}} = 5.70$, $n = 109$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 5.93$, $n = 21$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 5.83$, $n = 95$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 5.29$, $n = 10$.

As noted in the data, all of the LSUE sites approached "satisfied"; however, none of them reached the "satisfied" benchmark. This is a bit of a difference from AY 2022-2023 when a 6.08 was achieved overall.

Given that the observed rating of $5.73 < \text{the satisfied benchmark of } 6.00$, this objective is not met.

Attached Files

[Bookstore NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Unexpected staff changes occurred at the beginning of the fiscal year. In attempt to keep the LSU Eunice Bookstore functioning, a temporary manager as well as temporary staff were put into place. A manager and other staff has since been hired, and we are currently in the process of making changes and catching up in order to better serve our students. LSU Eunice is also increasing its collaboration with faculty, which it believes will lead to better service to its students.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
BOOK 23-24 To operate as an auxiliary enterprise to support the academic mission of LSUE by providing educational books, supplies, and other merchandise.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Bookstore

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Food Service-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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:

The 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 2022-2023, this objective was met.

For AY 2023-2024, 31 (51.7%) of the 60 eligible faculty completed the spring 2024 survey yielding a score of 4.1 on question 33 with twelve choosing n/a because they do not eat at the cafeteria (see pdf below). This is a slight decrease from the 4.4 from spring 2023; however, the scores from 2023 and 2024 are an increase from the 3.3 from spring 2022 according the longitudinal faculty report (see below). This is a rather interesting increase in two years and is due to the n/a not being worth any points. Previously, the administration noted that many faculty were choosing undecided when many faculty did not eat at the cafeteria thus lowering the score.

Given the observed value of 4.1 > the benchmark of 4.0, this objective is met. This cycle is only the second time that the objective was met since spring 2015.

Attached Files

[Cafeteria Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE's recommendation is to monitor again next year for three reasons. First, the slight decrease from faculty may be a result of overall faculty unrest on multiple fronts (see the attached longitudinal report showing 45 red arrows indicating that many of the mean scores for spring 2024

were below the longitudinal weighted means). Second, the current mean of 4.1 for question 33 is above the longitudinal weighted mean of 3.81. Third, this is the second time this objective was met after not being met for eight consecutive years.

Attached Files

[Longitudinal Faculty Survey Results.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CAFE 23-24 To provide a high quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Food Service-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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:

The 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 2022-2023, this objective was met.

For AY 2023-2024, 36 (53.7%) of the 67 eligible staff completed the spring survey yielding a score of 4.2 on question 26 with 11 choosing n/a indicating that they do not eat in the cafeteria (see pdf below). The rating of 4.2 is a slight improvement from the 4.1 from spring 2023 and the 3.8 from spring 2022 (see the longitudinal staff report below). The current rating is also above the grand mean of 3.84 factoring the ratings and the number of responses for question 26. 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 4.2 > the benchmark of 4.0, this objective is met.

Attached Files

[Cafeteria Staff Survey Sp 24.pdf](#)
[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the 4.2 on question 26 is above the longitudinal grand mean of 3.84 and that this objective is been met in the last three out of four years after not being met for six consecutive years, the Director of IE recommends monitoring the situation into the next year. See attached longitudinal data for question 26.

Attached Files

[Longitudinal Staff Survey Results.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 CAFE 23-24 To provide a high-quality dining experience for students, faculty, and staff.

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Cafeteria
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Food Service-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

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

Student 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 2022-2023, this objective was delayed by the question inadvertently being replaced with another question on the RNL survey.

For AY 2023-2024, the question was changed to #50 and was added back. A total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Cafeteria NL... pdf below). The ratings by site for question #50 are as follows:

- $\bar{X}_{\text{overall}} = 6.22$, $n = 249$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.16$, $n = 109$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.17$, $n = 21$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.68$, $n = 95$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 5.50$, $n = 10$.

Please consider that most high school dual enrollment site students are not at the LSUE site and therefore eat at their high schools. Most online students do not eat at the LSUE site and the hospital students typically eat at the hospital and not the LSUE site. Given those assumptions, the results were above satisfied in most cases including the LSUE face-to-face site.

Given that the observed rating of 6.16 > the benchmark of "satisfied" or 6.00, this objective is met.

Attached Files

[Cafeteria NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the results, the Director of IE recommends monitoring into the next year. The last time the question was asked was in AY 2021-2022 with a rating of 6.10.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

CAFE 23-24 To provide a high-quality dining experience for students, faculty, and staff.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Cafeteria

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Budget Preparation**

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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).

Attached Files

[LOBA MemoFY24.pdf](#)

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

For AY 2022-2023, this objective was delayed due to the efforts surrounding accreditation. In addition, the Vice Chancellor for Business Affairs resigned at the end of February 2024.

For AY 2023-2024, the objective was met as the budget was submitted on time.

Attached Files

[OpBudget.LSUE.FY2025.pdf](#)

[FY 23-24 BOR1.pdf](#)

[Requested Budget Memo - FY24-25.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the Vice Chancellor of Business Affairs resigning unexpectedly in January 2024, the previous improvement plan has been delayed further. An interim is currently in place that will reestablish the budget committee in order to further increase transparency and faculty involvement.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FINA 23-24 To prepare an annual budget which reflects the mission of the university and supports institutional priorities.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Finance

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

FINA 23-24 Budget Review-Faculty**Objective Number: 2.1****Start: 11/1/2023****End: 10/31/2024****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
weighted means	3.16	258

A mean rating greater than or equal to 3.16 will be considered as meeting this objective.

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

For AY 2022-2023, this objective was not met. The improvement plan was delayed due to efforts associated with reaffirmation.

For AY 2023-2024, there were 31 (51.7%) of the eligible 60 faculty members responding to the spring 2024 survey yielding a 1.7 on question 40 with one responding n/a (see Fac Survey 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).

Given that the observed value of $1.7 < \text{the historical value since spring 2013 of } 3.16$, this objective is not met.

Attached Files

[Budget Review Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Due to the unexpected resignation of the Vice Chancellor of Business Affairs, the initial plan has been delayed. However, this year, the current Interim Associate Vice Chancellor for Business Affairs is working to reestablish the budget committee. This will increase faculty and staff

involvement in the budget and decision-making processes. We also plan to increase faculty involvement by increasing our participation in the faculty senate, as well as increasing the frequency of town hall events.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
FINA 23-24 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Finance
Budget Information: none (existing)

RELATED ITEM LEVEL 2
23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
New Number Identifier Field: 1. Ensure Access
New Number Identifier Field: 2. Student Success
New Number Identifier Field: 4. Improvement
Progress: Ongoing

FINA 23-24 Budget Control
Objective Number: 2.2
Start: 11/1/2023
End: 10/31/2024
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 yearend, the financial statements will be evaluated to determine if expenditures exceeded revenues 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 2022-2023, this objective was delayed due to efforts surrounding reaffirmation.

For AY 2023-2024, this objective was met. A reconciliation was not needed due to an overage.

Attached Files

[BOR Report - Quarterly Overview of Revenues and Expenditures \(14\).pdf](#)

Section 4: Improvement Plan/ Changes Made:

This objective will continue to be monitored closely and any necessary changes will be implemented as necessary to ensure expenditures do not exceed revenues.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FINA 23-24 To plan a budget to meet the needs of the departments based on their goals and objectives.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Finance

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Search, Hire, Onboarding Processes

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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
 - c) Establish consistent hiring procedures
2. Improve New Employee Onboarding Experience
 - a) Removal of unnecessary physical forms
 - b) Create employee orientation
 - c) Promote Bengal Buddies Program

Note that this list will change from year to year as items are completed. This is considered a multi-year project.

Successful completion of this objective is determined by the Manager of Human Resources and will not necessarily demand that all items be completed.

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

For AY 2022-2023, this objective was delayed due to resignation of the HR Manager at the end of October 2023.

For AY 2023-2024, the HR Manager's position was vacant for much of the year with the new HR Manager beginning in April 2024. As a result, there is no report.

Section 4: Improvement Plan/ Changes Made:

The Director of IE and the HR Manager met during the latter half of fall 2024. The Director has asked the Manager to set her own objectives beginning 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 HR 23-24 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Satisfaction with Search and Selection Procedure-Faculty

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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)

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

For AY 2022-2023, this objective was not met. No improvement plan was discussed due to the efforts surrounding reaffirmation.

For AY 2023-2024, 31 (51.7%) of the 60 eligible faculty responded to question 10 about searches in the April 2024 faculty survey yielding a rate of 2.5 (see survey pdf below). This is a rather substantial drop from the 3.5 from spring 2023 and is below the longitudinal mean of 3.69 since 2014 (see longitudinal PDF file below).

Given that the observed value of 2.5 < the benchmark of 4.0, this objective is not met.

Attached Files

[HR Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

From the new HR Manager at the end of fall 2024 who had no responsibility for AY 2023-2024: While certain recruiting & hiring parameters cannot be changed as they are set by the LSU system as a whole, LSUE is updating and expanding the employee onboarding and training processes to better support our faculty.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 23-24 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Satisfaction with Search and Selection Procedures- Staff

Objective Number: 1.3

Start:11/1/2023

End:10/31/2024

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 2022-2023, this objective was not met. No improvement plan was discussed due to the efforts surrounding reaffirmation.

For AY 2023-2024, 36 (53.7%) of the 67 staff members responded to the survey sent out in spring. A total of 34 staff responded to question number 7 with two responding n/a. The results indicated a score of 3.5 (see the pdf below). For spring 2023, the score was 3.7 so satisfaction decreased slightly back to the mean from spring 2022. The current mean of 3.5 was slightly below the grand mean for the 2014 through 2024 time period.

Given that the observed value of 3.5 < the agreeable benchmark of 4.0, this objective is not met.

Attached Files

[HR Staff Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

From the new HR Manager at the end of fall 2024 who had no responsibility for AY 2023-2024: While certain recruiting & hiring parameters cannot be changed as they are set by the LSU system as a whole, LSUE is updating and expanding the employee onboarding and training processes to better support our staff.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 23-24 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Audit Results

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was delayed due to the resignation of the HR manager in late October 2023.

For, AY 2023-2024, a state civil service compliance audit was conducted on June 11-12, 2024. LSUE was found compliant with 116 (96.7%) of the 120 standards, even with the lack of HR manager until Spring 2024. Four of the items not compliant, LSUE submitted Corrective Action plans on October 17, 2024. Because the information is confidential, no documents were attached to this IE report by the Director of IE. Please contact the HR Manager or the Executive Director of IE for further information.

Based on the issues of noncompliance, this objective is partially met.

Section 4: Improvement Plan/ Changes Made:

We have adjusted our practices moving forward to eliminate the errors found in the LA State Civil Service Compliance Audit completed June 11-12, 2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

HR 23-24 Maintain an effective Human Resources Department

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 3-24 Completion and Approval of Annual Affirmative Action Plan

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

For AY 2023-2024, the HR Manager's position was vacant for much of the year with the new HR Manager beginning in April 2024. As a result, there is no report.

Section 4: Improvement Plan/ Changes Made:

Director of IE's note: This outcome will be moved to the Human Resources department in the organization. EEO/AA will not exist as a separate department.

New manager of human resources did not begin until April 2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 HR 23-24 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Human Resources

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Annually Provide Training on AA/EEO topics to faculty & staff

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 2022-2023, this outcome was delayed due to work surrounding reaffirmation.

For AY 2023-2024, the HR Manager's position was vacant for much of the year with the new HR Manager beginning in April 2024. As a result, there is no report.

Section 4: Improvement Plan/ Changes Made:

Director of IE's note: This outcome will be moved to the Human Resources department in the organization. EEO/AA will not exist as a separate department.

The new manager of Human Resources did not begin until April 2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
HR 23-24 Ensure compliance with State and Federal laws and University policies related to Affirmative Action and Equal Employment Opportunity.

Goal Number: 2
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Human Resources
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Purchasing- Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was not met and efforts to improve were suspended due to the work for reaffirmation.

For AY 2023-2024, there were 31 (51.7%) out of the eligible 60 faculty responding to the spring survey (see pdf below). The results for question 41 was a 2.9 with ten faculty choosing n/a. The rating of 2.9 is quite a bit below the 3.6 from the 2023 survey (see the longitudinal data pdf file). The 2.9 is also the lowest of any spring survey results and below the 3.59 longitudinal grand mean.

Given that the observed value of 2.9 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[Purchasing Fac Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the objective was not met, LSUE would like to monitor this objective into AY 2024-2025 because the purchasing manager was named as the interim for Facilities Planning in spring 2024 and has been completing two jobs. In addition, as mentioned in the past, many of the purchasing requirements are set by LSU and cannot be altered in any way.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Purchasing- Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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)

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

For AY 2022-2023, this objective was not met and an improvement plan was not provided due to the efforts surrounding reaffirmation.

For AY 2023-2024, 36 (53.7%) of the 60 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 2023 rating which was down from 4.0 from the previous two years (see the longitudinal data for question 33 pdf attached). The eleven-year data indicates that the satisfaction was never above 4.0; it also indicates that the 3.9 from 2024 is slightly above the longitudinal grand mean of 3.81.

Given that the observed value of 3.9 < the established agreed benchmark of 4.0, this objective is not met.

Attached Files

[Purchasing Staff Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the objective was not met, LSUE would like to monitor this objective into AY 2024-2025 because the purchasing manager was named as the interim for Facilities Planning in spring 2024 and has been completing two jobs. In addition, as mentioned in the past, many of the purchasing requirements are set by LSU and cannot be altered in any way.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Purchasing-Audit

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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 the annual state audit will be used to evaluate purchasing services.

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

No audit conducted in academic year 23-24.

Section 4: Improvement Plan/ Changes Made:

N/A

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PURCH 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Purchasing

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Business Affairs Student Accounts-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, 31 (51.7%) of the eligible 60 faculty responded to the spring survey yielding a 4.0 for question number 42 with no faculty members choosing n/a (see Student Accounts pdf below). The longitudinal data indicates that the ratings are greater than or equal 4.0 for the eleven-year period and that the current rating of 4.0 is below the grand mean of 4.22.

Given that the observed score of 4.0 = the benchmark for agreed of 4.0, this objective is met.

Attached Files

[Student Accounts Faculty Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to monitor given this is the third year for this objective.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

STAC 23-24 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Business Affairs Student Accounts-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, 36 (53.7%) of the 67 staff members responded to the spring survey yielding a 4.1 on question number 35 with two 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 given that the score slipped below 4.0 in only two out of the eleven years (see the longitudinal report below). The current score of 4.1 is slightly below the grand mean of 4.12.

Given that the observed score of 4.1 > the established benchmark of agree or 4.0, this objective is met.

Attached Files

[Student Accounts Staff Survey Sp 24.pdf](#)
[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, LSU Eunice would like to monitor this objective into AY 2024-2025 because the business office director was named as the interim Associate Vice Chancellor of Business Affairs in spring 2024 and has been completing two jobs. In addition, new staff have been hired in an effort to increase staff satisfaction.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 STAC 23-24 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Student Accounts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Business Affairs Student Accounts-Student Convenience

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

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

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 6.24.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Student Convenience pdf below). The ratings by site for question #23 are as follows:

- $\bar{X}_{\text{overall}} = 6.36$, $n = 249$.
- $\bar{X}_{\text{LSUE face-to-face}} = 6.09$, $n = 109$.
- $\bar{X}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{X}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.46$, $n = 21$.
- $\bar{X}_{8 \text{ \& 16-week online}} = 6.63$, $n = 95$.
- $\bar{X}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.29$, $n = 10$.

As indicated in the data, all sites agreed that there are convenient ways of paying for tuition and fees. In fact, the overall at 6.36 > both the satisfied at 6.00 and the national average of 6.24. While the LSUE site was the lowest at 6.09, it exceeded the benchmark of 6.00.

Given that the overall observed rating of 6.09 > the national benchmark of 6.24 and the "satisfied" benchmark of 6.00.

Attached Files

[Student Convenience NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring this objective into the next year because the overall was 6.09 for AY 2023-2024. It was 6.10 in AY 2021-2022 (and the question was not asked in AY 2022-2023). So, the two data points over the last three years indicate little difference.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
STAC 23-24 Business Affairs seeks to provide a customer friendly atmosphere

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed
 Provided By: Student Accounts
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Facilities Services-Faculty Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 31 (51.7%) out of the 58 eligible faculty completed the April 2024 survey with a result $\bar{x}_{32} = 4.2$ with one faculty member choosing n/a (see file below). In spring 2023, the result was 4.4 so it slipped slightly to 4.2; however, it is above agree.

Given that the observed value of $4.2 >$ the established benchmark of 4.0, this objective was met.

Attached Files

[Facility Services Faculty Survey Sp 24.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Current Director is interim as of 4/1/2024 and this plan will continue to be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 23-24 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Facilities Services-Staff Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 36 (53.7%) of the 67 staff members responded to the April 2024 survey yielding a result of $\bar{x}_{25} = 4.4$ (see the pdf file below). In spring 2023, the result was also 4.4 so there was no change.

Given that the observed value of 4.4 > the established benchmark of 4.0, this objective was met.

Attached Files

[Facility Services Staff Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The current Director of Facilities is interim as of 4/1/2024. This plan will continue to be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 23-24 To provide clean and well maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Facility Services
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Facilities Services-Student Satisfaction

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program,
- Ochsner Lafayette General Orthopedic Hospital

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 = 6.42 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 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Facilities NL... pdf below). The ratings by site for question #39 are as follows:

- $\bar{x}_{\text{overall}} = 6.56$, $n = 249$.
- $\bar{x}_{\text{LSUE face-to-face}} = 6.45$, $n = 109$.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 6.47$, $n = 21$.
- $\bar{x}_{8 \text{ \& 16-week online}} = 6.80$, $n = 95$.
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.88$, $n = 10$.

As noted in the data, all of the LSUE sites exceeded the benchmark of 6.42 (and "satisfied") indicating that the facilities team at all sites whether operated by LSUE personnel or not are well cared for. For AY 2022-2023, the rating was 6.38 overall.

Given that the overall rating of 6.56 > national benchmark of 6.42 > satisfied or 6.00, this objective is met.

Attached Files

[Facilities NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given that the satisfaction increased by .18 of a point, the Director of IE recommends monitoring into next year to see if there are any changes given that the Facilities Director of 20+ years retired in spring 2024.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACL 23-24 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Capital Improvements

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

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 rationales for determining whether this objective is met may vary slightly from year to year.

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

For AY 2022-2023, this objective was delayed due to efforts surrounding reaffirmation.

For AY 2023-2024,

- The baseball complex is ready to advertise for bidding (meaning that drawings are complete and phase one of the money has been released).
- STEAM Innovation Center: March 14, 2024 was the design kickoff meeting. Plans are to be completed on or before January 2025.
- Lighting and Security Cameras: Title 38 Project; LSUE is in the process of developing contracts between the two vendors. Target completion is by the beginning of fall.
- Completion of Manuel Hall: Doors; soffits, rest of the windows to be possibly completed by January 2025.
- Foam Roof for Science Building: Plans are completed and is scheduled to go to bid (date uncertain as of 3/20/24).

Given that these projects were underway, this objective is met.

Attached Files

[3-21-24 Facilities Documentation.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Current Director of Facilities is interim. This plan will continue to be monitored.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

FACIL 23-24 To provide clean and well-maintained facilities and grounds.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Facility Services

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Staff Satisfaction

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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."

Table 1. Staff Satisfaction with OIT

Spring	Q24	Q28	Q42	Mean	n
2017	3.6	3.8	4.1	3.83	52
2018	3.9	4.3	4.4	4.20	40
2019	3.6	4.0	4.4	4.00	27
2020	3.8	4.4	4.5	4.23	44
2021	4.3	4.4	4.5	4.40	47
2022	4.0	4.2	4.4	4.20	50
2023	4.3	4.3	4.3	4.30	31
weighted means	3.93	4.20	4.37	4.16	291

The objective will be met if the current year's score meets or exceeds the six-year benchmark shown in Table 1. The survey uses a five-point Likert Scale:

1. is strongly disagree
2. is disagree
3. is neutral
4. is agree
5. is strongly agree
6. N/A for not applicable, but has no number value on the Likert Scale.

Director of IE's Note: Because 4.00 is agree and the results of this objective has been greater than or equal to 4.00 since spring 2018, the benchmark will be 4.00 for spring 2024.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there were 36 (53.7%) of the 67 staff members that completed the annual Staff Survey in April. The results were as follows (see pdf file below):

Table 2. Current Staff Satisfaction with OIT					
Semester	Q24	Q28	Q42	Mean	n
Spring 2024	4.3	4.3	4.3	4.30	36
Prior seven year mean	3.93	4.20	4.37	4.16	291

An examination of the spring 2024 results indicated a rating of 4.3 across all three questions yield a mean of 4.3 (see the attached OIT Support file below). In addition, the longitudinal report below shows that the satisfaction left something to be desired at the beginning, but then increased between 2018 and 2021 to agree and beyond. This is a credit to the entire OIT staff.

Given that the observed value of 4.30 > the historical benchmark of 4.15 and agree = 4.00, this objective is met.

Attached Files

[OIT Support Staff Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Factors that are believed to have contributed to the results this year are:

- 1) Continual rollout of new computers when needed. We remain in a position to deploy laptops where needed and this is always a plus from an employee standpoint.
- 2) Assistance to staff areas on the Workday Student implementation project continued throughout the year. The project continues to be a major undertaking for the University. IT continues to assist as much as possible the different business areas including the Registrar's Office, Admissions, Recruiting, Student Financials, and Financials Aid with their parts of the project.
- 3) Yearly assistance around the Financial Aid Document Review script process and 1098-T production.
- 4) Overall staffing for OIT was maintained during the year to support staff (along with faculty and students). We did lose one front-line support employee during this period, but we were able to quickly hire a replacement. The quick hire helped keep our support levels acceptable from this perspective.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 IT 23-24 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Information Technology
 Budget Information: None existing

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 Faculty Satisfaction

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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	Q49	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
weighted means	3.56	3.97	4.31	3.95	175

The objective will be met if current year's score meets or exceeds the seven-year mean 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

Director of IE's Note: Benchmark methodology will remain the same for spring given the neutral-agree score on question 23.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, For AY 2022-2023, 23 (39.7%) of the eligible 58 faculty completed the annual Faculty Survey in April 2023. The results were (see OIT Support pdf file below):

Table 2. Current Faculty Satisfaction with OIT.					
Semester	Q28	Q29	Q49	Mean	n
Spring 2024	3.2	3.7	4.3	3.73	31
Prior seven years weighted means	3.56	3.97	4.31	3.95	175

The longitudinal data below suggests that a degree of improvement is needed on questions 28 and 29; both being below the longitudinal grand mean. This is somewhat puzzling given that most of the equipment is rather new and OIT is fully staffed. The results on question 29 are particular puzzling given the results of question 49 in that faculty agreed that the staff in OIT was helpful. The rating for number 29 was above the grand mean of 4.28.

Given that the observed score of $3.73 < 3.95$ and agree = 4.0, this objective is partially met. Partially met is used because the result of question 49 was 4.3.

Attached Files

[Longitudinal Faculty Survey Results.pdf](#)

[OIT Support Faculty Survey Sp 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Office of information Technology conducted a separate inquiry on question 28 - The computer equipment in the labs and offices meet my needs. Unfortunately, we only received four responses when sending this out to all faculty. Two of the responses were unrelated to the question, but two did provide a little insight into a couple of items that can be improved. We followed things up with another survey on "Technology in the Classroom" and received 23 responses. We are sorting through the feedback on this survey as of late 2024 and will look to see what can be done for improvements where needed.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IT 23-24 Provide Faculty and Staff with the technology and support required to produce successful students.

Goal Number: 1
 Start: 11/1/2023
 End: 10/31/2024
 Progress: Completed
 Provided By: Information Technology
 Budget Information: None existing

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 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 23-24 User Services-Student Support

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),

- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 6.22 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 2022-2023, this objective was met.

For AY 2023-2024, a total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Information Technology NL... pdf below). The ratings by site for question #18 are as follows:

- $\bar{x}_{\text{overall}} = 6.03$, $n = 249$.
- $\bar{x}_{\text{LSUE face-to-face}} = 5.80$, $n = 109$.
- $\bar{x}_{\text{LSUA face-to-face}} = --$, $n = 0$. No students enrolled in spring 2024
- $\bar{x}_{\text{high school dual enrollment sites < 50\% of a program}} = 5.88$, $n = 21$.
- $\bar{x}_{8 \text{ \& 16-week online}} = 6.59$, $n = 95$.
- $\bar{x}_{\text{Ochsner Lafayette General Orthopedic Hospital}} = 6.11$, $n = 10$.

The data shows that students were "satisfied" overall with both the online and hospital students scoring the question > 6.00. This is compared to a 6.00 for AY 2022-2023. For online, this suggests that the technology infrastructure is meeting their needs. The WI-FI and a computer lab at the hospital site are maintained by LSUE's Office of Information Technology. The data again suggests that the information technology equipment meets their needs as well. Next, LSUE face-to-face students and dual enrollment students, some of which are on the LSUE face-to-face site, approached "satisfied" at 5.80 and 5.88 respectively. Note that while some of the dual enrollment students are at the LSUE face-to-face site, the vast majority of them are located at the local high schools so it is unclear which site is being evaluated by the 21 students.

Given that the observed overall value of 6.03 < the national benchmark of 6.22, but > "satisfied", this objective is met.

Attached Files

[Information Technology NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor into AY 2024-2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 23-24 Provide students with access to the technology they need to be successful in meeting their academic goals.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Update Infrastructure

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

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 2023-2024.

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:

Completion of each section of the objective will be determined by the status of each project listed below:

1. Continued work around the Workday Student implementation project with LSU

2. 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. Swap over 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 3: Assessment/Evaluation Results (Progress Report):

For AY 2022-2023, this objective was met.

For AY 2023-2024, this objective was met.

Because the Director of IE is on the Technology Committee, he did not ask the Director of IT for evidence.

Section 4: Improvement Plan/ Changes Made:

For the coming year, the primary focus will be on the implementation of Workday Student, implementation of a Data Warehouse / Reporting environment, the completion of a new Identity and Access Management system, and the upgrade from Windows 10 to Windows 11 for on-campus computers. Other projects are being scoped out at this time as usual.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IT 23-24 Update Infrastructure

Goal Number: 3
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Information Technology
Budget Information: None existing

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
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 23-24 Implementation of new student system

Objective Number: 3.2
Start: 11/1/2023
End: 10/31/2024
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 2022-2023, this objective was met.

For AY 2023-2024, the following primary items were completed during the year:

Overall completion of Workset C for campus

Delivery of required reports listing for MTP1 for Recruiting and Admissions

Overall completion of Workset D for campus

Shut down of Radius new student application environment

Shut down of Award Spring scholarship environment

Go-Live of MTP1 and Recruiting and Admissions

Creation of report design documents for MTP1

Creation of Campus Tours within Workday (migrated from Radius)

Creation of Request for Information within Forms (migrated from Radius)

Creation of Prospect option within Workday (migrated from Radius)

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-dupping exercises (duplicate ID management)

End-to-End testing ongoing work

Data Conversion testing ongoing work

Overall implementation of Workday Student

A summary project timeline is attached identifying where we are with the project at this time in late 2024.

As a result, this objective is met.

Attached Files

[Workday Implementation Timeline - We Are Here.png](#)

Section 4: Improvement Plan/ Changes Made:

The attached project timeline shows the remaining steps to be completed through August of 2025.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IT 23-24 Update Infrastructure

Goal Number: 3

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Information Technology

Budget Information: None existing

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Substantive Changes

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2023-2024 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 2022-2023, this objective was met.

For AY 2023-2024, several items were considered for substantive change. They were:

- March 2023: Nursing changing to a different methodology in teaching. This was not a substantive change.
- September 2023: Creation of a Certificate of General Studies. This was not a substantive change because it is at a lower level than the associate degree and was a repackaging of courses. All courses previously offered.
- 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).
- 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 Cover Letter and Prospectus minus attachments in the PDFs below).

Given that substantive changes were filed on time and appropriately, this outcome is met.

Attached Files

[4-3-24-LSUE at LSU BR.pdf](#)

[6-27-24-EHSSCCovSheet.pdf](#)

[LSUE-EHS-EP.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Maintain compliance with the substantive change policy by checking to see if the policy has been updated.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 23-24 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Completion of the Enrollment and Financial Profiles

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

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.

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 2022-2023, this objective was met.

For AY 2023-2024, both required profiles were completed:

- The fall 2023 enrollment profile was completed January 11, 2024 (see enrollment profile below).
- The summer 2024 financial profile was completed on July 14, 2024 (see financial profile below).

Given that both profiles were completed on time, this objective is met.

Attached Files

[Enrollment Profile Completion file 12-23.pdf](#)

[7-14-23 Completion of Financial Profile.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Monitor dates the profiles are received and their due dates.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IE 23-24 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1
Start: 11/1/2023
End: 10/31/2024
Progress: Completed
Provided By: Institutional Effectiveness
Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
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 23-24 SACSCOC Student Achievement and Key Student Completion Indicator (KSCI)

Objective Number: 1.3
Start: 11/1/2023
End: 10/31/2024
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 by tracking the enrollment and completion outcomes for the fall 2017 cohort of beginning college students through spring 2023.

The six-year total completion rate counts all students entering postsecondary education for the first time each fall, enrolling full-time or part-time at two-year or four-year institutions, and completing at any U.S. degree-granting institution. It includes those who complete after transfer, not just completions at the starting institution.

Table 1. National Student Clearinghouse Six-Year Total Graduation Rate.			
Cohort Year Starting in Fall	Number in Cohort	Number of Graduates	Rate
2008	1060	225	21.23
2009	1150	373	32.43
2010	1101	518	47.05
2011	999	354	35.44
2012	996	291	29.22
2013	850	369	43.41
2014	798	279	34.96
2015	724	383	52.90
2016	869	387	44.53
Totals	8547	3179	37.19

The Threshold of Acceptability = 21.23% because it is the lowest number in the period from fall 2008.

The goal = 37.19%.

The 37.19% is the goal or target because it is the overall historical graduation rate for the eight cohorts studied in Table 1. Falling within the established range of 21.23% - 37.19% or exceeding these numbers will constitute success.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, for fall 2017, there were 801 new first-time students admitted. According to institutional research, 469 (58.55%) of the students earned a credential from LSU Eunice or another institution through the spring 2023 semester.

The LSU Eunice Cabinet accepted the report and asked for no changes at their December 16, 2024 meeting (see page 3 highlighted in the meeting minutes below).

Given that the threshold of 21.23% < the goal of 37.19% < the observed value of 58.55%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The 58.55% is the highest completion rate in ten years.

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 Learning Commons personnel of students having attendance or academic issues.

It is worth noting that LSU Eunice had the highest transfer rate in the State of Louisiana over an eight-year period according to the United States Department of Education. The report notes that 35% of the Title IV students beginning their college studies at LSU Eunice in fall 2014 transfer out to four-year institutions.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IE 23-24 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Student Achievement Data

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

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 2022-2023, this objective was met.

For AY 2023-2024, the student achievement metrics were completed and posted on the website by the end of December 2024 (see the attached file...note that the file was provided but was not downloaded).

The LSU Eunice Cabinet accepted the report and asked for no changes at their December 16, 2024 meeting (see page 3 highlighted in the meeting minutes below).

As a result, this objective was met.

Attached Files

[Fall2024Disclosure.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Continue to publish the student achievement data by the end of January of each year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 23-24 Compliance with SACSCOC standards that apply to Institutional Effectiveness and Substantive Change

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 SACSCOC Decennial Reaffirmation

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Institutional Effectiveness

Section 1: Objective With Intended Outcomes:

LSU Eunice will be found compliant with SACSCOC Standards.

Section 2: Assessment/Evaluation/Measures/Strategies:

The reaffirmation process will follow the normal process.

- staff visit
- off-site committee

- on-site committee

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

For AY 2022-2023, this objective was met.

For AY 2023-2024,

- LSUE received the off-site report in May 2023. LSUE was found non-compliant on 10 standards; some of which were rather minor, but others required substantial work.
- The onsite reaffirmation committee was held October 2 through October 5, 2023. The Reaffirmation Committee found LSUE compliant with all SACSOC standards including the QEP On-TRACK.
- Subsequently, at the June 2024, SACSCOC Reaffirmed LSUE with no further reporting requirements (see the letter from SACSCOC in the pdf file below).

Given that SACSCOC Reaffirmed LSUE, this objective was met.

Attached Files

[SACSCOC Approval Letter 7-1-2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Maintain compliance with SACSCOC requirements. This was the second time that LSUE's reaffirmation was with no findings.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IE 23-24 LSU Eunice Reaffirmation

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Institutional Effectiveness

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 Research

IR 23-24 Course Evaluation

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 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 2022-2023, this objective was partially met because the timing of the course evaluation was missed for the fall 2022 intersession and the spring 2023 intersession. IR has one employee.

For AY 2023-2024, this objective is delayed due to timing.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
IR 23-24 Make course evaluations available online in a consistent, efficient manner.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Institutional Research
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 2. Student Success
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

IR 23-24 Overall Data Gathering and Reporting

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 2022-2023, this objective was met.

For AY 2023-2024, this outcome was delayed due to timing.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IR 23-24 Provide the campus with access to timely reporting information.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed
 Provided By: Institutional Research
 Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure
 New Number Identifier Field: 3. Partnerships
 New Number Identifier Field: 4. Improvement
 Progress: Ongoing

IR 23-24 Reduce Open Time of Service Requests

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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 15 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 15 longest service request categories over the latest data available from a three-year period. An average time of 45 or less hours would be a success.

Attached Files

[20150701 - 20180630 - SR Categories with the longest SRs times.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, this outcome was delayed due to timing.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

IR 23-24 Provide the campus with access to timely reporting information.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Institutional Research

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

LSU Eunice Police and Campus Security

POLIC 23-24 Install surveillance cameras

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

For AY 2023-2024, a joint project between LSUE Facilities and LSUE Police and Security enabled the additional installation of 5 surveillance cameras in selected parking lot areas. This work is being conducted currently. This project, which was funded through the Louisiana Board of Regents, is for the campus lighting to be replaced in all parking areas on campus. The necessary infrastructure that was needed to place cameras in these parking areas is being put in place at 10 locations. Funding for this project allowed for the installation of 5 cameras in select locations this year. With the infrastructure in place at all ten locations, this will expedite the process of placing cameras in the remaining locations next year, with allocated funding.

This outcome was met even though the project continued into AY 2024-2025.

Attached Files

[2024 camera project proposal/quote.pdf](#)

Section 4: Improvement Plan/ Changes Made:

For AY 2024-2025, the additional 5 cameras to be added in the remaining parking areas in the designated locations as funding is available.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 23-24 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 23-24 Publish Annual Security and Fire Report (Clery Act)

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

For AY 2023-2024, The 2023 Annual Security and Fire Report was completed and published by October 1, 2023 in compliance with the Clery Act.

This objective was met.

Attached Files

[2023 annual security and fire report.pdf](#)

Section 4: Improvement Plan/ Changes Made:

For AY 2024-2025, the completion and publication of the 2024 Annual Security and Fire Report will be completed for the October 1 deadline.

As this objective runs a year behind due to deadlines, the completion of the 2024 report will be examined for the upcoming reporting year.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 23-24 Increase the effectiveness of the LSU Police Department on the LSUE campus

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 23-24 Patrol-Fac/Staff/Student Surveys

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Section 1: Objective With Intended Outcomes:

Campus constituencies (faculty, staff, and students) will be satisfied that the campus is safe and secure.

Section 2: Assessment/Evaluation/Measures/Strategies:

Student Satisfaction

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. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

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: $\bar{x}_4 = 6.13$; $\bar{x}_{13} = 6.40$ with $\bar{x}_{\text{both}} = 6.265$ with $n = 46,104$ (see Patrol NL Sequential PDF file in Section 3).

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 ($\bar{x} = 4.09$) of the past seven spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the last seven years (see Table 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
weighted means	4.09	175

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 ($\bar{x} = 3.78$) of the past seven spring semesters will serve as the benchmark for faculty because values have fluctuated given the administration has changed three times in the eight seven 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
weighted means	3.78	291

Meeting or exceeding two of the three 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 2022-2023, this outcome was met.

For AY 2023-2024,

Students

A total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Patrol NL... pdf below). The ratings by site for questions #4 and #13 are as follows:

- Overall all sites $\bar{x}_4 = 6.25$; $\bar{x}_{13} = 6.50$ with $\bar{x}_{both} = 6.375$ and $n = 249$ (Compared to $\bar{x}_{AY\ 2022-2023} = 6.09$ with $n = 419$)
- LSUE face-to-face $\bar{x}_4 = 6.18$; $\bar{x}_{13} = 6.47$ with $\bar{x}_{both} = 6.325$ and $n = 109$
- LSUA face-to-face $\bar{x}_4 = --$; $\bar{x}_{13} = --$ with $\bar{x}_{both} = --$ and $n = 0$. No students enrolled for spring 2024.
- Dual enrollment < 50% of a program $\bar{x}_4 = 6.36$; $\bar{x}_{13} = 6.38$ with $\bar{x}_{both} = 6.37$ and $n = 21$
- 8-week and 16-week Online $\bar{x}_4 = 6.50$; $\bar{x}_{13} = 6.68$ with $\bar{x}_{both} = 6.59$ and $n = 95$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_4 = 6.63$; $\bar{x}_{13} = 6.67$ with $\bar{x}_{both} = 6.65$ and $n = 10$

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 6.00.

Given that the overall combined mean of 6.375 > than the national combined mean of 6.265 > the rating for "satisfied" of 6.00, this part of this objective is met.

Faculty

Next, the faculty spring survey was distributed electronically in April. The response was from 31 (51.7%) of the 60 eligible faculty. The response to question 31 yielded a mean of 3.7 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 3.7 is below the longitudinal grand mean of 4.02.

Given that the observed value of 3.7 < agree at 4.00 or the historical benchmark of 4.09, this part of the objective is not met.

Staff

The staff survey was distributed electronically in April as well. In all, 36 (53.7%) of the 67 staff members responded to the survey (see attached Staff Survey...file below). Question 21 had a mean of 3.7 with no staff members choosing N/A. In addition, the longitudinal staff report indicated that the staff were between undecided and agreed having a grand mean of 3.66. Note that the mean for the current year of 3.7 > that grand mean of 3.66.

Given that the observed mean of 3.7 < the benchmark of 4.0 (agree) or 3.78 (historical mean), this objective is not met.

Summary

Given that the objective

- was met with student data,
- was not met by faculty data, and
- was not met by staff data

this objective is partially met.

Attached Files

[Patrol Staff Survey Sp 24.pdf](#)

[Patrol Faculty Survey Sp 24.pdf](#)

[Longitudinal Staff Survey Results.pdf](#)

[Longitudinal Faculty Survey Results.pdf](#)

[Patrol NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

For AY 2024-2025, the addition of personnel (creation and filling of new security guard position and filling of existing vacant Police Sergeant position), the new and improved lighting throughout the campus, in particular the parking areas and the addition of surveillance cameras in those parking areas are anticipated to boost the survey results for the upcoming year.

Attached Files

[Re Guard position - Joseph Lalonde - Outlook.pdf](#)

[LSUE Police Org Chart.pdf](#)

[Parking lot cameras.xlsx.pdf](#)

[Request to Hire-Guard \(2\) \(1\) Redacted.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 23-24 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 23-24 Parking-Student Satisfaction

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

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.

For AY 2023-2024, LSU Eunice had sites at the following locations:

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

The RNL Student Satisfaction Survey questions #10 and #21 will be used to assess this outcome.

- #10= Parking lots are well lighted 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 6.045 ($\bar{x}_{10} = 6.14$; $\bar{x}_{21} = 5.95$ with $\bar{x}_{\text{both}} = 6.045$ with $n = 46,104$) or meeting or exceeding "satisfied" of 6.00 will be considered as success for this objective.

Attached Files

[9-21-20 Email on NL Methodology.pdf](#)

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

For AY 2022-2023, this outcome was met.

For AY 2023-2024, A total of 249 (7.8%) of the 3,210 students responded to the RNL Survey (see the Parking NL... pdf below). The ratings by site for questions 10 and 21 in the following manner:

- Overall all sites $\bar{x}_{10} = 6.30$; $\bar{x}_{21} = 6.06$ with $\bar{x}_{\text{both}} = 6.18$ and $n = 249$ (Compared to AY 2022-2023 = 6.085 with $n = 419$)
- LSUE face-to-face $\bar{x}_{10} = 6.21$; $\bar{x}_{21} = 5.97$ with $\bar{x}_{\text{both}} = 6.09$ and $n = 109$
- LSUA face-to-face $\bar{x}_{10} = --$; $\bar{x}_{21} = --$ with $\bar{x}_{\text{both}} = --$ and $n = 0$. There were no students enrolled for spring 2024.
- Dual enrollment < 50% of a program $\bar{x}_{10} = 6.31$; $\bar{x}_{21} = 6.27$ with $\bar{x}_{\text{both}} = 6.29$ and $n = 21$
- 8-week and 16-week Online $\bar{x}_{10} = 6.63$; $\bar{x}_{21} = 6.44$ with $\bar{x}_{\text{both}} = 6.535$ and $n = 95$
- Ochsner Lafayette General Orthopedic Hospital $\bar{x}_{10} = 6.50$; $\bar{x}_{21} = 6.63$ with $\bar{x}_{\text{both}} = 6.565$ and $n = 10$

Averaging the two ratings suggests that students are satisfied with the lighting and amount of parking to various degrees. As noted previously, some dual enrollment students are 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.

Given that the observed overall rating of the two questions = 6.18 > the national average of 6.045 > 'satisfied' or 6.00, this objective is met.

Attached Files

[Parking NL-SequentialSite.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring because the scores increased slightly from AY 2022-2023.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 23-24 Provide for the safety and security of all members of the university community

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: LSU Eunice Police and Campus Security

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

POLIC 23-24 Emergency Response Training**Objective Number:** 3.1**Start:** 11/1/2023**End:** 10/31/2024**Progress:** Delayed**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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

For AY 2023-2024, This outcome was delayed due staffing shortages which are being addressed currently

Attached Files

[Re Guard position - Joseph Lalonde - Outlook.pdf](#)[LSUE Police Org Chart.pdf](#)[Request to Hire-Guard \(2\) \(1\) Redacted.pdf](#)**Section 4: Improvement Plan/ Changes Made:**

For AY 2024-2025, staffing shortages are being addressed by creating and the hiring of an additional security guard position. In addition, the currently vacant Police Sergeant position should be filled. These two measures will allow additional time for preparation and execution of training objectives

Attached Files

[LSUE Police Org Chart.pdf](#)

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

POLIC 23-24 Provide regular training in emergency response procedures to campus personnel

Goal Number: 3**Start:** 11/1/2023**End:** 10/31/2024**Progress:** Delayed**Provided By:** LSU Eunice Police and Campus Security**Budget Information:** none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 4. Improvement

Progress: Ongoing

Public Affairs

PR 23-24 Marketing and Advertising

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

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 2023-2024, 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 2022-2023, this outcome was met.

For AY 2023-2024, LSUE 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, LSUE also implemented “sponsored content” articles, highlighting programmatic and institutional offerings and personnel on campus.

As a result, LSUE social media channels continue to show gains in following and engagement compared to the same time period of aggressive marketing during heavy months of recruiting efforts (January-August). For instance, the attached PDF notes that LSUE saw this particular social

media channel (Facebook) see an increase in visits by 212.4% in addition to a modest improvement of 11.6% more followers over the same time period from the year prior.

This year, LSUE saw all-time records set for credit hours and applications in the fall semester. The institution also set the second highest headcount record in the school's history. 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

[FB Comparison 23 to 24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The Department of Public Affairs will continue to create more video-based marketing materials, geared towards the experiences of students, faculty, and staff at LSU Eunice. In addition, the department will continue an approach to more program-specific material to attract students. As part of the improvement plan, LSUE aims to deploy more "sponsored content" articles, as the initial returns show great interaction and interest.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

PR 23-24 Develop and implement a comprehensive marketing and advertising plan.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Public Affairs

Budget Information: The budget currently exists, no new funds requested.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Marketing and Visibility - Social Media Plan

Objective Number: 2.1**Start: 11/1/2023****End: 10/31/2024****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 2023-2024, 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 2022-2023, this outcome was met.

For AY 2023-2024, graphic advertisements were placed in various social media. LSUE also secured video advertisements in digital media such as Facebook, Instagram, digital streaming devices and traditional television.

As a result, the LSUE social media channels created a significant increase in engagement compared to the same time period of aggressive marketing during heavy months of recruiting efforts (January-August). For instance, the attached PDF notes that LSUE saw an impression increase of 28.8% to 4,726,406 for advertisements placed compared to one year prior.

This year, LSUE 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

[AdvertisementComparison.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 23-24 Implement a comprehensive social media strategy for LSUE.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Public Affairs

Budget Information: The budget currently exists, no new funds are requested.

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Compliance

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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:

Efforts 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 2022-2023, this outcome was delayed due to the work surrounding reaffirmation.

For AY 2023-2024, the written aspect of Title IX was delayed due to timing. However, mandatory employee training took place as required.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

Title IX 23-24 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: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Title IX

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 / LSUE Foundation

UAF 23-24 Bylaw Revision

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Section 1: Objective With Intended Outcomes:

Continue oversight of LSUE Foundation Bylaws to meet CASE (Council and Support of Education) standards and obtain necessary LSUE Foundation approvals by June 30, 2024.

Section 2: Assessment/Evaluation/Measures/Strategies:

Successful completion is that bylaws or processes will be reviewed and adopted changes made by June 2024.

Attached Files

[LSUE Foundation By laws 2021.pdf](#)

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

For AY 2022-2023, this outcome was delayed due to work surrounding reaffirmation.

For AY 2023-2024, No changes were necessary objective met

Section 4: Improvement Plan/ Changes Made:

This objective is being cancelled.

Rationale: Monitoring the bylaws for changes is required in the bylaws.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

UAF 23-24 Implement Board Policies and Procedures

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Campus Policy Revisions

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Section 1: Objective With Intended Outcomes:

Review and Update LSUE Policy Statements regarding fundraising by June 30, 2024.

Section 2: Assessment/Evaluation/Measures/Strategies:

Review policies with Vice Chancellor of Academic Affairs and Chancellor.

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

For AY 2022-2023, this outcome was delayed due to work surrounding reaffirmation.

For AY 2023-2024, this outcome was met as no changes were necessary

Section 4: Improvement Plan/ Changes Made:

This objective is being cancelled.

Rationale: Monitoring LSU Eunice Policies on an ongoing basis is required.

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

UAF 23-24 Implement Board Policies and Procedures

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: None (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Secure resources

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Section 1: Objective With Intended Outcomes:

Increase annual revenue for expendable and endowment accounts in the LSUE Foundation by June 30, 2024. 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 \$1,209,865.20 which is greater than 20% of FY22-23 income of \$1,008,221 (see LSUE attached at the bottom of page 2).

Strategies

1. Upload donor data into Blackbaud LSU Foundation Database and conduct an annual alumni campaign.
2. Focus on scholarships with an increase in 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 2023.pdf](#)

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

For AY 2022-2023, this outcome was delayed due to work surrounding reaffirmation.

For AY 2023-2024, the PMAR below shows total activity at \$549,986. Because \$549,986 < the benchmark of \$1,260,276, this outcome was not met.

Attached Files

[PMAR June 2024.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Foundation Director was promoted and gained responsibility for grants office. The foundation was also engaged in campaign planning for Baseball Stadium Capital Campaign and STEAM Innovation Center Campaign Planning.

A 3.25 million Congressional Earmark was secured on behalf of the foundation for STEAM Innovation Center but won't be counted until the funds are drawn down.

LSUE did secure additional scholarships

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
UAF 23-24 Generate FY Increases in Revenue

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: University Advancement / LSUE Foundation

Budget Information: LSUE Foundation Completed the Fiscal year 2023-2024 \$549,966 which is below 2022-2023 performance \$1,008,221

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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 23-24 Grant Training

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

Faculty and staff members will have access to grant development training.

Section 2: Assessment/Evaluation/Measures/Strategies:

Benchmark: For Academic Year 2020-2021, this objective will be met if the previous benchmark (reaching thirty-eight (38) faculty and staff members) is met or exceeded. Information about potential grant sources was provided to 100% faculty members.

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

For AY 2022-2023, this objective was delayed due to vacancy.

For AY 2023-2024, progress on grants was delayed due to a department change.

Rationale: This objective is being cancelled. Training is an assumed part of applying for funding.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 23-24 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

GRAN 23-24 Grant Submissions

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

Grants will be submitted annually to enhance LSU Eunice academic programs.

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 2022-2023, this objective was delayed due to vacancy.

For AY 2023-2024, progress on grants was delayed due to a department change.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 23-24 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

GRAN 23-24 Perkins CTE Grant

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

The Carl Perkins Basic and Carryover grants will provide support to enhance three to four Career and Technical Education (CTE) programs annually.

Section 2: Assessment/Evaluation/Measures/Strategies:

Spring and fall Perkins budget development process will identify needed and allowable equipment, supplies, travel, professional services, and operating services for CTE programs; Perkins funds will be spent according to budget categories; Perkins reports will be filed on time monthly, quarterly, and at grant close-out annually; Perkins activities will be designed to implement the annual Local Application Plan.

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

For AY 2022-2023, this objective was delayed due to vacancy.

For AY 2023-2024, progress on grants was delayed due to a department change.

This objective is being cancelled.

Rationale. Completing this task is part of adherence to grant standards.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 23-24 LSU Eunice faculty and staff will pursue public, private, and institutional grant and research opportunities to enhance academic programs and services.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 1. Ensure Access

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

GRAN 23-24 Grant Guidelines

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

Recipients of public and private grant and research funds will have access to fiscal and administrative guidelines relating to grant management.

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. Grants managers will follow LSU Eunice grants policy (see grants PS NO 83 #2 file below).

Attached Files

[#1 Expenditures](#)

[#2 PS 83 Grants and Sponsored Programs.pdf](#)

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

For AY 2022-2023, this objective was delayed due to vacancy.

For AY 2023-2024,

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1
 GRAN 23-24 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

New Number Identifier Field: 2. Student Success

New Number Identifier Field: 3. Partnerships

New Number Identifier Field: 4. Improvement

Progress: Ongoing

GRAN 23-24 Adherence to Grant Guidelines

Objective Number: 2.2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Section 1: Objective With Intended Outcomes:

Sponsored programs' expenditures will be reviewed to promote compliance with funders' guidelines and federal, state, system, and institutional policies and procedures for fiscal matters.

Section 2: Assessment/Evaluation/Measures/Strategies:

The Director of Grants and Development will review all, 100%, budgets and planned expenditure of grant resources.

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

For AY 2022-2023, this objective was delayed due to vacancy.

For AY 2023-2024, progress on grants was delayed due to a department change.

This objective is being cancelled.

Rationale: This objective is being incorporated into the new 1.2.

Section 4: Improvement Plan/ Changes Made:

n/a

DEPARTMENTAL GOAL-----RELATED ITEM LEVEL 1

GRAN 23-24 LSU Eunice sponsored programs will operate within the guidelines of funding entities and federal, state, system, and institutional policy.

Goal Number: 2

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

Provided By: Federal/State Grants and Contracts

Budget Information: none (existing)

RELATED ITEM LEVEL 2

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to ensure

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

IX. AY 2023-2024 General Education Objectives

LSU Eunice General Education Committee Meeting Minutes

LSU Eunice General Education Committee
General Education Committee Minutes
February 17, 2025

Members Present:

Kristie Leger, Darian Planchard, Billy Fontenot, Cassie Jobe-Ganuchau, Paul Fowler, John Hamlin, James Robinson, Cody Miller, Lisa LaFleur (Chair)

Members Absent: Domingo Jariel

Meeting Called to Order: 2/17/2025 at 3:01 pm

Old Business: None

New Business:

1- John Hamlin opened the floor to nominations/volunteers for the General Education Committee Chair. Lisa LaFleur volunteered. No other nominations or volunteers. John Hamlin closed the floor. James Robinson motion to accept Lisa LaFleur as chair. Billy Fontenot seconded. All Members are in favor.

Outcome: Lisa LaFleur is the new General Education Committee Chair

2-Petition to add a course to the LSUE General Education Course List- Billy Fontenot petitioned to have Math1029 added to the General Education Courses. It has already been accepted by the Course and Curricula Committee. James Robinson motion to accept the petition. Darian Planchard seconded. Everyone in favor.

Outcome: The committee voted to add Math 1029 to the General Education Course list.

3-Data review from the General Education Outcome Summary- Paul Fowler reviewed data and outcomes from the 2023-2024 General Education outcomes summary. It was noted to have duplicate data on Table 1 regarding Math 1022. James Robinson noted that on Table 1 there was an error under Social Science. Sociology 2505 is listed as an SLO course. The correct course is 2501. Paul Fowler will make

these corrections. Paul Fowler asked the committee to accept the 2023-2024 General Education outcome report. James Robinson motion to accept the report with corrections. Billy Fontenot seconded. All members are in favor.

Outcome: The 2023-2024 General Education outcome report was accepted by the committee with corrections as mentioned above.

For the second part, Paul Fowler asked the committee if LSU Eunice met its outcomes. "Based on the report, LSU Eunice met their general education outcomes for AY 2023-2024" James Robinson moved to accept. Cassie Jobe- Ganuchau seconded. All members are in favor.

Outcome: The General Education Committee noted that LSU Eunice met its general education outcomes based on the 2023-2024 General Education outcome report.

4-Petition to add Math 1029 to Number 4 under Competency in Mathematics- John Hamlin stated that currently we do not have Math 1029 listed in our catalog as a competency course. Petition made to add Math 1029 to Number 4 under Competency in Mathematics. James Robinsons motion to accept. Kriste Leger seconded. All members are in favor

Outcome: The General Education committee accepted that number 4 under Competency in Mathematics in the course catalog should read as follows:

4. Earn a passing grade in Math 1015, Math 1020 (CMAT 1213), Math, 1021, Math 1023, Math 1029.

Meeting Adjourned at 3:34 pm

AY 2023-2024 General Education Objectives and Outcomes General Education Summary

April 25, 2025

The following report summarizes the results of LSU Eunice's six General Education Outcomes for AY 2023-2024. 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 in order 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.lsue.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 are summarized for 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 in order 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 in order to increase student learning in the next planning cycle.

Table 1. LSU Eunice AY 2023-2024 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. 403 – 424	pp. 424 – 479	pp. 480 – 491	pp. 492 – 509	pp. 510 – 542	pp. 542 - 555
1.11 ENGL 1001 SLOs Partially Met	2.21 MATH 1015/1020/1021 SLOs on Final Not Met	2.31 BIOL 1001 SLOs Multiple Choice Questions Met	2.41 History HIST 1001, 1003, 2055, 2071, 2057 SLO questions and a book review 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	2.21a 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
1.13 Dev Ed Success in ENGL 1001 after completing ENGL 0001 Indirect: Grades Not Met Will be Cancelled	2.22 MATH 1018 SLOs on Final Met	2.33 PHYC 1001 SLOs Multiple Choice Questions Not Met	2.43 ENGL 2071/2072 SLOs Met	2.53 Political Science POLS 2051 Class assessments, midterm, and final Met	
1.14 ENGL 1002 Library Research Tools SLOs Met	2.23 MATH 1425 SLOs on Final Met	2.34 CHEM 1001 SLOs Multiple Choice Questions Not Met	2.44 FREN 1001/2101 Quizzes, oral exams, and presentation Delayed (not offered)	2.54 Economics ECON 2010, 2000, 2010 Met	

Table 1. LSU Eunice AY 2023-2024 General Education Outcomes

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	2.24 MATH 1022 SLOs on Final Met			2.55 Geography GEOG 1001 Exams Met	
	2.25 MATH 1023 SLOs on Final Delayed (not offered)			2.56 Dev Ed. Social Science from College Reading Delayed Will be Canceled	
	2.26 MATH 1431 SLOs on Final Not Met				
	2.27 MATH 1550 SLOs on Final Not Met				
	2.28 Dev Ed Completion of GE math after DE math Indirect using completion rates Met Will be Canceled				

Table 1. LSU Eunice AY 2023-2024 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.
	2.29 Peregrine Critical Thinking Met				

General Education Objective Details by Competency

Strategic Goals

Start: 11/01/2023

End: 10/31/2024

Progress: Ongoing

New Number Identifier Field: 1. Ensure Access

23-24 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

23-24 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

23-24 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

23-24 To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to demonstrate a culture of continuous improvement.

GENERAL EDUCATION GOALS-----

General Education 1: Communication

Academic Affairs

GE 1. Communication

General Education Description:

An LSU Eunice graduate will demonstrate effective communication of complex knowledge and ideas.

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 QEP Written Communication - ENGL 1001

Objective Number: 1.11

Start: 11/1/2023

End: 10/31/2024

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 outcomes 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 highlighted 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 2023 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 AY23-24.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),
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

1.1 Indirect Assessment using Success Rates

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).

1.2 Direct Assessment using SLOs The direct assessment of student learning 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 $\geq 80\%$
- Outcome 1.2-1: Essay $\geq 83\%$
- Outcome 1.2-2: Topic sentences $\geq 88\%$
- Outcome 1.2-3: Paragraph $\geq 91\%$
- Outcome 1.2-4: Use proper grammar, punctuation, mechanics, and usage $\geq 78\%$

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.**

Rationale: The tentative benchmarks are based on historical data from AY 2015-2016 through AY 2022-2023, based on 6,682 students for the eight years.

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: [QEP English Benchmarking.pdf](#)

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, There were 1,532 students enrolled in ENGL 1001/1001T sections

- 637 enrolled at the LSU Eunice face-to-face sections,
- Six enrolled at the LSU Baton Rouge face-to-face section,
- Eight enrolled at the LSU Alexandria face-to-face section,
- 346 enrolled in 16-week online sections,
- 62 enrolled in 8-week online sections, and
- 473 enrolled in high school dual enrollment sections (see Table 1 attached below)

1.1. Indirect Assessment using Final Grades Table 1 details that a total of 1,075 (70.2%) of the 1,532 successfully completed the ENGL 1001/1001T course. The data shows that high school dual enrollment students completed at the highest rate of 90.7% followed by all face-to-face students at 67.0% including the LSU Eunice at 67.1 (n = 623) followed by LSU Baton Rouge students at 66.7% (n = 6), and LSU Alexandria students at 62.5% (n = 8). Finally the 8-week online sections had a 59.7% completion rate while the 16-week online sections had a 50.0% completion rate.

Table 1
Louisiana State University at Eunice

ENGL 1001 (Regular) & 1001T (with Support) Indirect Assessment
(Success Summary using Final Grades of A, B, C, P only)
Fall 2023-Spring 2024

Fall 2023-Spring 2024 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All ENGL 1001/1001T Sections	473	389	213	46	219	190	1	1	1532	1075	70.2
All face-face all sites	161	166	109	26	97	91	1	0	651	436	67.0
All 16-wk online	58	74	41	9	96	68	0	0	346	173	50.0
All 8-wk online	21	13	3	4	14	7	0	0	62	37	59.7
Dual enrollment all sites	233	136	60	7	12	24	0	1	473	429	90.7

ENGL 1001 Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites	108	106	73	21	44	64	1	0	417	287	68.8
Online 16-wk	30	47	21	6	32	34	0	0	170	98	57.6
Online 8-wk	21	13	3	4	14	7	0	0	62	37	59.7
Dual enrollment all sites	233	136	60	7	12	24	0	1	473	429	90.7
ENGL 1001 Sections	392	302	157	38	102	129	1	1	1122	851	75.8

ENGL 1001T Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites	53	60	36	5	53	27	0	0	234	149	63.7
Online 16-wk	28	27	20	3	64	34	0	0	176	75	42.6
ENGL 1001T sections	81	87	56	8	117	61	0	0	410	224	54.6

Note: For ENGL 1001, there was one face-to-face section at LSU with six students and a success rate of 66.7%. In addition, for ENGL 1001T, there was one section at LSU Alexandria with eight students and a success rate of 62.5%.

Table 1 also details the success rate for students placing directly in the ENGL 1001 and those who would have been placed into developmental education in the past, but were placed in ENGL 1001T with a support course according to the new Board of Regents policy. Students taking ENGL 1001 succeeded at a rate of 75.8% while those in ENGL 1001T succeeded at 54.6%. The face-to-face students scored between 60s. The major difference between ENGL 1001 and ENGL 1001T was 16-week online with ENGL 1001 students succeeding at 57.6% while ENGL 1001T students succeeded at 42.6%. There were no eight-week ENGL 1001T sections offered.

1.2. Direct Assessment using Student Learning Outcomes The results for the student learning outcomes are contained in Table 2 showing all sites and whether students placed directly into ENGL 1001 (college ready) or took ENGL 1001T (corequisite - with support). The data indicates that the college ready students did rather well scoring $\geq 80\%$, except for the LSU face-to-face scoring at 75% (note the $n = 4$). The corequisite students with support also scored well at the LSU Eunice face-to-face site with a 74% overall and 16-week online at 78% overall. The LSU Alexandria face-to-face site scored at 71% (which would be "passing using the 10-point grading scale) with an $n = 6$. As noted in Table 2 in red, the face-to-face corequisite students with support had the largest issue with SLO number 4: grammar and punctuation.

Table 2. AY 2023-2024 ENGL 1001 SLO Results by Site as Percentages									
		College Ready					Corequisite		
Description	Overall	LSUE FF	LSU FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%	LSUE FF	LSUA FF	Online 16-Wk
1.2-0. Overall	82	80	75	85	86	86	74	71	78
1.2-1. Write an essay	79	72	75	76	81	85	80	84	76
1.2-2. Use clear topic sentences	90	91	75	94	94	91	82	77	85
1.2-3. Use evidence, details, & facts	91	85	79	97	95	96	86	87	88
1.2-4. Use proper grammar & punctuation	78	72	75	86	85	83	69	67	73
Total number of students tested	1140	314	4	109	44	436	148	6	79
Total number of sections	68	17	1	7	3	18	13	1	8

Keeping in mind that traditional standalone developmental education was used through AY 2022-2023 and that it was eliminated in fall 2023, the results are slightly lower than AY 2022-2023, but still above the longitudinal mean in all outcomes except the essay.

Table 3. ENGL 1001 SLO Performance Longitudinally as Percentages.

ENGL 1001 Descriptions	Sp 15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
1.2-0. Overall	70	75	79	79	80	80	82	83	83	82	79.3
1.2-1. Essay	79	87	82	80	82	84	84	83	82	79	82.2
1.2-2. Topic Sentences	77	84	86	88	90	84	91	92	92	90	87.4
1.2-3. Evidence, details,& facts	68	84	87	90	92	91	94	94	94	91	88.5
1.2-4. Grammar & Punctuation	61	70	76	78	77	78	80	82	82	78	76.2
Number of students tested	218	577	909	941	877	826	803	883	866	1140	804.0

1.3 Achieving the Dream Course Success Data by Demographics Variables

Note: The data in this sections differs from section 1.1 because summer is included in this section where it is not in section 1.1. ENGL 1001 and ENGL 1001T success rates (A, B, C and P only) were examined using demographic data because the courses are two of the top ten courses that students take. Remember that ENGL 1001 is a gateway English Composition course for students placing directly into English Composition while ENGL 1001T is the course with a three-credit hour support course for students who would have been placed into developmental English prior to fall 2013. The combined demographic data includes success for Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The longitudinal data for ENGL 1001 begins summer 2010 through year zero of the QEP (AY 2023-2024) combining ENGL 1001/1001T. This provided a substantial amount of data to examine patterns.

There were 1,581 students enrolled in ENGL 1001/1001T on the census dates for summer 2023, fall 2023, and spring 2024. Overall, 1,116 (70.6%) of them earned an A, B, or C to successfully complete the course (see highlighted on page 1 of Table 4). The observed value falls below the overall longitudinal success rate of 74.7% shown in Table 4. In fact, the figure on page 2 of table 4 indicated by the purple line and data shows that the success rates in ENGL 1001 decreased from 79.4% in AY 2016-2017 to 70.6% currently.

LSU Eunice personnel have the belief that all students should succeed in a course in the same relative proportions that they are enrolled. For example, if roughly two-thirds of those registered for course xxxx are from a specific demographic, then that two-thirds should succeed (A, B, C, or P only) in the same relative proportion to the overall grade statistic subject to a small variance of ± 5 percentage points. For ENGL 1001/1001T, the overall success rate was 70.6% meaning that students should successfully complete the course in the same relative proportions given the variance of 65.6% to 75.6% using the ± 5 percentage points established above. Acknowledging that demographic groups with a small number of students will have a large effect on the percentage, student groups will only be flagged if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given these conditions, student groups will be flagged if their achievement was below 65.6% or above 75.6% and approach 30 students.

Table 4 shows that Black (non-Hispanic) students under performed at 59.3% and need additional support (see the blue line and data on page 2). The same can be said of Hispanic of any race students with an n = 28 and a success rate of 42.9% (see Highlighted on page 1 of Table 4 and the green data and line shown on page 2 of Table 4). In addition, students from two or more races or not reporting had a success rate of 72.8% and 74.3% respectively; both within the established variance (see highlighted on page 1 of Table 4). White (non-Hispanic) students overperformed at 76.7% (see the red line and data on page 2 of Table 4). All other student groups had an n < 30 students.

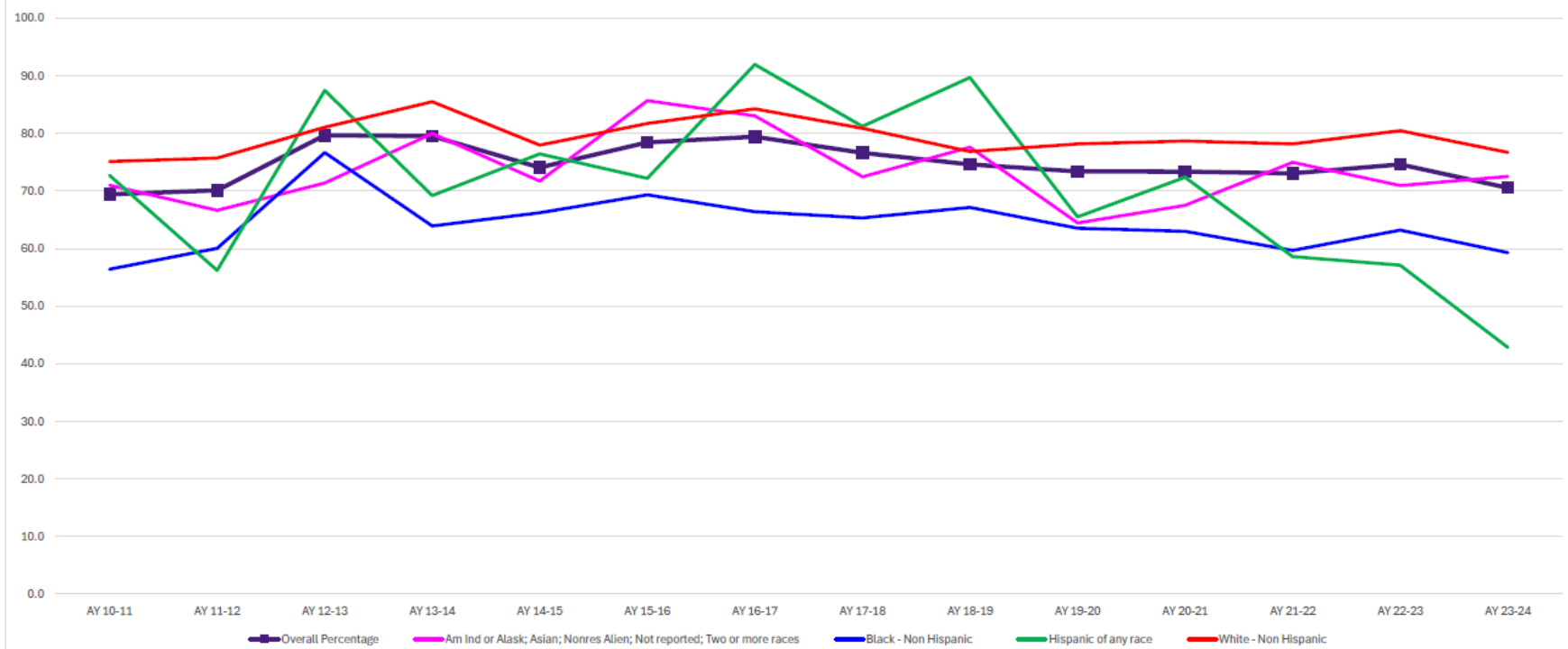
Table 4																														
ENGL 1001 and ENGL 1001T (English Composition) Summary For SU, FA and SP																														
Frequency and Percentage of Enrollment in ENGL 1001/1001T by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	12	0.9	9	0.7	9	0.7	8	0.8	6	0.6	8	0.8	3	0.2	5	0.4	6	0.5	7	0.6	4	0.4	10	0.9	6	0.5	16	1.0	109	0.6
Asian	5	0.4	8	0.6	8	0.7	10	1.0	7	0.7	4	0.4	11	0.7	6	0.4	11	1.0	8	0.7	9	0.8	8	0.7	11	1.0	20	1.3	126	0.7
Black - Non Hispanic	404	29.1	403	31.8	296	24.3	269	25.7	314	30.6	274	26.8	405	27.6	329	24.2	323	28.0	258	23.8	311	28.0	263	23.6	310	27.7	467	29.5	4626	27.3
Hispanic of any race	22	1.6	16	1.3	24	2.0	13	1.2	17	1.7	18	1.8	25	1.7	32	2.4	39	3.4	29	2.7	29	2.6	29	2.6	14	1.3	28	1.8	335	2.0
Native Hawaiian /Pacific Island	1	0.1	0	0.0	2	0.2	0	0.0	2	0.2	1	0.1	3	0.2	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	0.1
Nonresident Alien	6	0.4	3	0.2	8	0.7	2	0.2	3	0.3	7	0.7	1	0.1	3	0.2	11	1.0	8	0.7	1	0.1	5	0.4	5	0.4	1	0.1	64	0.4
Not Reported	24	1.7	15	1.2	11	0.9	10	1.0	12	1.2	8	0.8	20	1.4	27	2.0	13	1.1	19	1.8	39	3.5	20	1.8	29	2.6	35	2.2	282	1.7
Two or More Races	21	1.5	19	1.5	18	1.5	15	1.4	16	1.6	28	2.7	27	1.8	39	2.9	34	3.0	34	3.1	24	2.2	37	3.3	42	3.8	81	5.1	435	2.6
White - Non Hispanic	893	64.3	796	62.7	841	69.1	719	68.7	650	63.3	674	65.9	974	66.3	917	67.5	714	62.0	720	66.5	695	62.5	743	66.6	703	62.8	933	59.0	10972	64.7
Totals	1388	100.0	1269	100.0	1217	100.0	1046	100.0	1027	100.0	1022	100.0	1469	100.0	1358	100	1152	100.0	1083	100	1112	100.0	1115	100.0	1120	100	1581	100	16959	100
Overall Success (A, B, C, and P for Pass) in ENGL 1001/1001T by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	964		890		970		832		761		802		1167		1041		860		795		816		815		836		1116		12665	
Total Number of Students	1388		1269		1217		1046		1027		1022		1469		1358		1152		1083		1112		1115		1120		1581		16959	
Overall Percentage	69.5		70.1		79.7		79.5		74.1		78.5		79.4		76.7		74.7		73.4		73.4		73.1		74.6		70.6		74.7	
Success (A, B, C, P [Pass]) in ENGL 1001/1001T by Ethnicity Based on the Proportion Enrolled by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	12	100.0	9	100.0	6	66.7	7	87.5	4	66.7	6	75.0	3	100.0	3	60.0	5	83.3	5	71.4	4	100.0	6	60.0	4	66.7	10	62.5	84	77.1
Asian	4	80.0	3	37.5	6	75.0	8	80.0	7	100.0	3	75.0	11	100.0	4	66.7	8	72.7	7	87.5	6	66.7	5	62.5	8	72.7	15	75.0	95	75.4
Black - Non Hispanic	228	56.4	242	60.0	227	76.7	172	63.9	208	66.2	190	69.3	269	66.4	215	65.3	217	67.2	164	63.6	196	63.0	157	59.7	196	63.2	277	59.3	2958	63.9
Hispanic of any race	16	72.7	9	56.3	21	87.5	9	69.2	13	76.5	13	72.2	23	92.0	26	81.3	35	89.7	19	65.5	21	72.4	17	58.6	8	57.1	12	42.9	242	72.2
Native Hawaiian /Pacific Island	0	0.0	0	#####	2	100.0	0	#####	0	0.0	0	0.0	2	66.7	0	#####	1	100.0	0	#####	0	#####	0	#####	0	#####	0	#####	5	50.0
Nonresident Alien	4	66.7	3	100.0	6	75.0	0	0.0	3	100.0	7	100.0	1	100.0	3	100.0	10	90.9	5	62.5	1	100.0	5	100.0	5	100.0	1	100.0	54	84.4
Not Reported	15	62.5	10	66.7	10	90.9	8	80.0	8	66.7	7	87.5	16	80.0	19	70.4	11	84.6	9	47.4	22	56.4	13	65.0	19	65.5	26	74.3	193	68.4
Two or More Races	14	66.7	11	57.9	10	55.6	13	86.7	11	68.8	25	89.3	21	77.8	29	74.4	24	70.6	23	67.6	19	79.2	31	83.8	30	71.4	59	72.8	320	73.6
White - Non Hispanic	671	75.1	603	75.8	682	81.1	615	85.5	507	78.0	551	81.8	821	84.3	742	80.9	549	76.9	563	78.2	547	78.7	581	78.2	566	80.5	716	76.7	8714	79.4
Totals	964	69.5	890	70.1	970	79.7	832	79.5	761	74.1	802	78.47	1167	79.4	1041	76.7	860	74.7	795	73.4	816	73.4	815	73.1	836	74.64	1116	70.59	12665	74.68

Table 4
ENGL 1001 and ENGL 1001T (English Composition) Summary For SU, FA and SP

Overall Success (A, B, C, and P for Pass) in ENGL 1001/1001T by Ethnicity by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	69.5	70.1	79.7	79.5	74.1	78.5	79.4	76.7	74.7	73.4	73.4	73.1	74.6	70.6	74.7
Am Ind or Alaska; Asian; Nonres Alien; Not reported; Two or more races	71.0	66.7	71.4	80.0	71.7	85.7	83.1	72.5	77.6	64.5	67.5	75.0	71.0	72.5	73.2
Black - Non Hispanic	56.4	60.0	76.7	63.9	66.2	69.3	66.4	65.3	67.2	63.6	63.0	59.7	63.2	59.3	63.9
Hispanic of any race	72.7	56.3	87.5	69.2	76.5	72.2	92.0	81.3	89.7	65.5	72.4	58.6	57.1	42.9	72.2
White - Non Hispanic	75.1	75.8	81.1	85.5	78.0	81.8	84.3	80.9	76.9	78.2	78.7	78.2	80.5	76.7	79.4

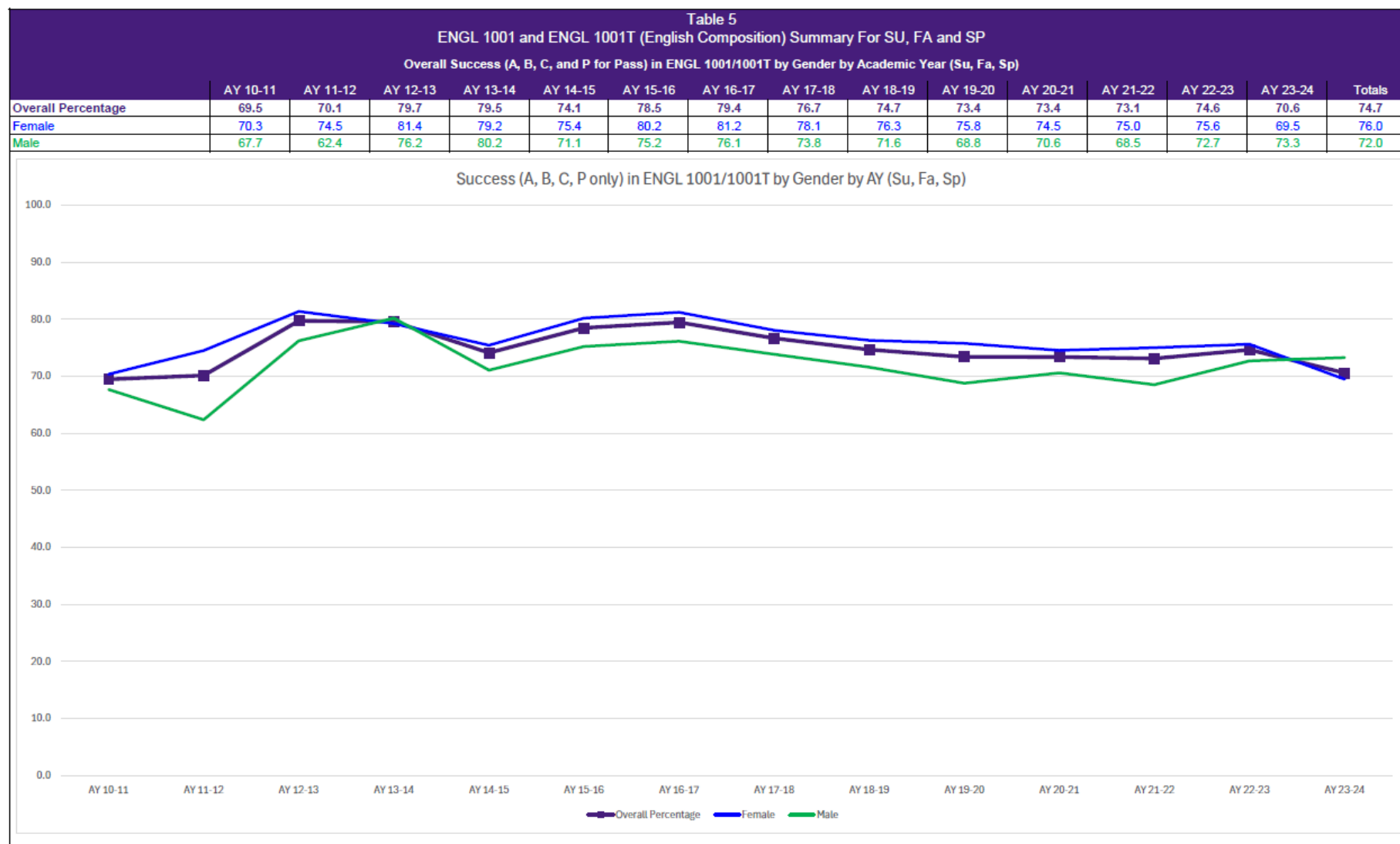
Success (A, B, C, P only) in ENGL 1001/1001T by Ethnicity by AY (Su, Fa, Sp)



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/6/2025 at 9:09 AM.

Next, the success rate was examined in terms of gender (see Table 5) and Pell Grant status (see Table 6). For gender, both male and female students succeeded at a rate within the ± 5 percentage points of the 70.6% - female students succeeded at a rate of 69.5% (see blue line and data on page two of Table 5) and male students succeeded at a rate of 73.3% (see the green line on the second page of Table 5). The AY 2023-2024 success rate of 69.5% for females was below the longitudinal overall of 76.0% percent while the male rate of 73.3% was above the longitudinal overall of 72.0%.

Table 5 ENGL 1001 and ENGL 1001T (English Composition) Summary For SU, FA and SP																														
Frequency and Percentage of Enrollment in ENGL 1001/1001T by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	924	66.6	812	64.0	826	67.9	698	66.7	716	69.7	671	65.7	958	65.2	907	66.8	751	65.2	718	66.3	789	71.0	788	70.7	754	67.3	1117	70.7	11429	67.4
Male	464	33.4	457	36.0	391	32.1	348	33.3	311	30.3	351	34.3	511	34.8	451	33.2	401	34.8	365	33.7	323	29.0	327	29.3	366	32.7	464	29.3	5530	32.6
Totals	1388	100.0	1269	100.0	1217	100.0	1046	100.0	1027	100.0	1022	100.0	1469	100.0	1358	100	1152	100.0	1083	100	1112	100.0	1115	100.0	1120	100	1581	100	16959	100
Overall Success (A, B, C, and P for Pass) in ENGL 1001/1001T by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	964		890		970		832		761		802		1167		1041		860		795		816		815		836		1116		12665	
Total Number of Students	1388		1269		1217		1046		1027		1022		1469		1358		1152		1083		1112		1115		1120		1581		16959	
Overall Percentage	69.5		70.1		79.7		79.5		74.1		78.5		79.4		76.7		74.7		73.4		73.4		73.1		74.6		70.6		74.7	
Success (A, B, C, P [Pass]) in ENGL 1001/1001T by Gender Based on the Proportion Enrolled by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	650	70.3	605	74.5	672	81.4	553	79.2	540	75.4	538	80.2	778	81.2	708	78.1	573	76.3	544	75.8	588	74.5	591	75.0	570	75.6	776	69.5	8686	76.0
Male	314	67.7	285	62.4	298	76.2	279	80.2	221	71.1	264	75.2	389	76.1	333	73.8	287	71.6	251	68.8	228	70.6	224	68.5	266	72.7	340	73.3	3979	72.0
Totals	964	69.5	890	70.1	970	79.7	832	79.5	761	74.1	802	78.47	1167	79.4	1041	76.7	860	74.7	795	73.4	816	73.4	815	73.1	836	74.64	1116	70.59	12665	74.68



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/6/2025 at 9:37 AM.

While examining the success data by Pell Grant status, the data indicated that both groups; those receiving Pell Grants and those that did not - fell outside the ± 5 percentage points. Students without a Pell Grant succeeded at 76.6% (see the blue line and data on

page 2 of Table 6) and those with a Pell Grant at 59.1% (see the green line and data on page 2 of Table 6). Both values were below their longitudinal overall.

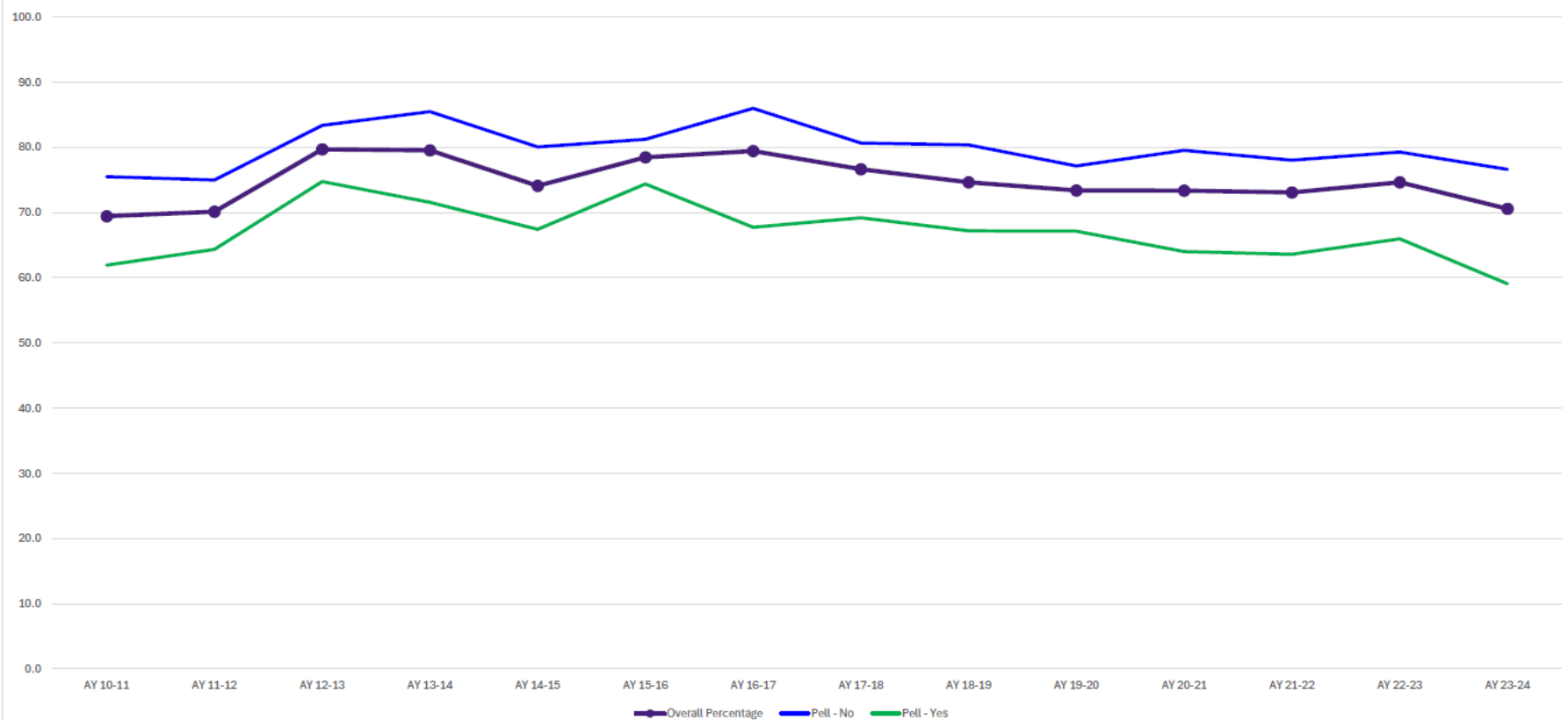
Table 6 ENGL 1001 and ENGL 1001T (English Composition) Summary For SU, FA and SP																														
Frequency and Percentage of Enrollment in ENGL 1001/1001T by Pell Grant Status by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell - No	768	55.3	688	54.2	698	57.4	599	57.3	542	52.8	608	59.5	942	64.1	884	65.1	652	56.6	678	62.6	670	60.3	733	65.7	729	65.1	1036	65.5	10227	60.3
Pell - Yes	620	44.7	581	45.8	519	42.6	447	42.7	485	47.2	414	40.5	527	35.9	474	34.9	500	43.4	405	37.4	442	39.7	382	34.3	391	34.9	545	34.5	6732	39.7
Totals	1388	100.0	1269	100.0	1217	100.0	1046	100.0	1027	100.0	1022	100.0	1469	100.0	1358	100	1152	100.0	1083	100	1112	100.0	1115	100.0	1120	100	1581	100	16959	100
Overall Success (A, B, C, and P for Pass) in ENGL 1001/1001T by Pell Grant Status by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	964		890		970		832		761		802		1167		1041		860		795		816		815		836		1116		12665	
Total Number of Students	1388		1269		1217		1046		1027		1022		1469		1358		1152		1083		1112		1115		1120		1581		16959	
Overall Percentage	69.5		70.1		79.7		79.5		74.1		78.5		79.4		76.7		74.7		73.4		73.4		73.1		74.6		70.6		74.7	
Success (A, B, C, P [Pass]) in ENGL 1001/1001T by Pell Grant Status Based on the Proportion Enrolled by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell - No	580	75.5	516	75.0	582	83.4	512	85.5	434	80.1	494	81.3	810	86.0	713	80.7	524	80.4	523	77.1	533	79.6	572	78.0	578	79.3	794	76.6	8165	79.8
Pell - Yes	384	61.9	374	64.4	388	74.8	320	71.6	327	67.4	308	74.4	357	67.7	328	69.2	336	67.2	272	67.2	283	64.0	243	63.6	258	66.0	322	59.1	4500	66.8
Totals	964	69.5	890	70.1	970	79.7	832	79.5	761	74.1	802	78.47	1167	79.4	1041	76.7	860	74.7	795	73.4	816	73.4	815	73.1	836	74.64	1116	70.59	12665	74.68

Table 6
ENGL 1001 and ENGL 1001T (English Composition) Summary For SU, FA and SP

Overall Success (A, B, C, and P for Pass) in ENGL 1001/1001T by Pell Grant Status by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	69.5	70.1	79.7	79.5	74.1	78.5	79.4	76.7	74.7	73.4	73.4	73.1	74.6	70.6	74.7
Pell - No	75.5	75.0	83.4	85.5	80.1	81.3	86.0	80.7	80.4	77.1	79.6	78.0	79.3	76.6	79.8
Pell - Yes	61.9	64.4	74.8	71.6	67.4	74.4	67.7	69.2	67.2	67.2	64.0	63.6	66.0	59.1	66.8

Success (A, B, C, P only) in ENGL 1001/1001T by Pell Grant Status by AY (Su, Fa, Sp)



Summary

1.1. Because the observed overall success rate for AY 2023-2024 of 70.2% < the historical benchmark of 74.9% and because the observed value for SLOs were:

Outcome 1.2-0: Overall was 82% ≥ the tentative historical benchmark of 80%

Outcome 1.2-1: Essay was 79% < the tentative historical benchmark of 83%

Outcome 1.2-2: Topic sentences was 90% ≥ the tentative historical benchmark of 88%

Outcome 1.2-3: Paragraph was 91% = the tentative historical benchmark of 91%

Outcome 1.2-4: Use proper grammar, punctuation, mechanics, and usage was 78 = the tentative historical benchmark of 78%

This objective is partially met.

Attached Files

[Table 1 8-2-24 ENGL 1001 Success Rates AY 23-24.pdf](#)

[Table 6 ENGL 1001-1001T Pell Grant.pdf](#)

[Table 4 ENGL 1001-1001T Ethnicity.pdf](#)

[Table 5 ENGL 1001-1001T Gender.pdf](#)

Section 4: Improvement Plan/ Changes Made:

The English benchmarks were previously tentatively set using a historical analysis from fall 2010 through spring 2023 (see Attachment 1). Because the corequisite is so different from developmental coursework, the coordinator will ask those involved if LSU Eunice should consider changing the tentative benchmarks to the year zero observed scores (see attachment 1 below).

Fall 2023 ENGL 1001 SLO 1 Results (see attachments below)

ENGL 1001 Fall face-to-face: add pre-assignments activities to reinforce the essay

ENGL 1001 Fall high school dual enrollment: provide more lessons on grammar and sentence structure and more support on academic language

ENGL 1001 Fall 16-Week Online: stress the rubric and go over it with the students to help with revisions

ENGL 1001T (Corequisite) face-to-face: allow students more revision time

ENGL 1001T (Corequisite) 16-Week Online: more reminders to submit revisions to ENGL 0101 instructor and then turn in by the deadline

Spring 2024

ENGL 1001 high school dual enrollment: hold multiple peer review sessions for essay revisions

ENGL 1001T Corequisite face-to-face: utilize online videos to discuss cause and effect writing skills

ENGL 1001T Corequisite 16-week online: include more practice activities for the cause-and-effect paper

Continue to monitor as Outcome 4 dropped with the introduction of the co-requisite model. Co-requisite sections require coordinated organization and scheduling of both instructors, rather than the standalone of each course as in the past when students had to take and pass the developmental English course before being allowed to enroll in the for-credit ENGL 1001. Instructors will continue to work towards seamless integration between the co-requisites in the new model, both in instruction and scheduling and in gradebook organization and attendance policies.

Attached Files

[Attachment 1 QEP English Benchmarking.pdf](#)

[FA 23 ENGL 1001 16-Wk Online.pdf](#)

[FA 23 ENGL 1001T 16-Week Online.pdf](#)

[FA 23 ENGL 1001 Face-to-Face Corequisite.pdf](#)

[FA 23 ENGL 1001 high school dual enrollment.pdf](#)

[FA 23 ENGL 1001 Face-to-face.pdf](#)

[Sp 24 ENGL1001T Corequisite face-to-face.pdf](#)

[Sp 24 ENGL1001T Corequisite 16-Week Online.pdf](#)

[Sp 24 ENGL1001 HS Dual Enrollment.pdf](#)

RELATED ITEM LEVEL 1

23-24 Written Communication ENGL 1002

Objective Number: 1.12

Start: 11/1/2023

End: 10/31/2024

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

1. Identify clearly defined thesis statements, proper essay organization and development, and clarity in the essay writing process—on a more advanced level than ENGL 1001.
2. Demonstrate an understanding of the proper use of library research tools, quoting, paraphrasing, and citing from both primary and secondary sources pertaining to research documentation.

Fall 2023 sample course syllabus for ENGL 1002 (see file below)

Attached Files

[ENGL 1002 Departmental Syllabus \(1\).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),
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

A benchmark of 70% has been used since fall 2019. The 70% is the lowest average grade that is transferable for ENGL 1002.

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

For AY 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to accreditation.

For AY 2023-2024, there were 1,020 students enrolled in ENGL 1002 during the fall 2023 and spring 2024 semesters with 878 (86.1%) of them being assessed through the SLOs (see Table 1). The data indicates that 16-week online students performed the highest at 86% with high school dual enrollment students following right behind at 85%. This was followed by 8-week online at 79% and LSU Eunice face-to-face at 76%. The data also indicates that both outcomes scored > the 70% benchmark. Note that no sections were offered at the LSU Alexandria face-to-face site or at the Ochsner Lafayette General Hospital so the two sites are not contained in Table 1.

Table 1. AY 2023-2024 ENGL 1002 SLO Results by Site in Percentages

Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	82	76	86	79	85
1.Thesis statements, organization, development, clarity	84	77	88	82	87
2. Demonstrate an understanding of the use of library research tools, quoting, paraphrasing, and citing.	78	71	84	75	81
Total number of students tested	878	297	153	58	370
Total number of sections	45	18	7	3	17
Total number enrolled on census date	1020	366	189	74	391

Next, the longitudinal data since the assessment was updated in fall 2016 indicates that the AY 2023-2024 scores were similar to the AY 2021-2022 scores with students scoring slightly less on outcome 2 (see Table 2). The results were also higher than the simple means for the period examined.

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	23-24	Mean
Overall	68	69	75	77	78	83	82	76.0
1.Thesis statements, organization, development, clarity	72	73	77	80	81	84	84	78.7
2. Demonstrate an understanding of the use of library research tools, quoting, paraphrasing, and citing.	62	65	73	73	74	81	78	72.3
Total number of students tested	397	700	702	658	596	633	878	652.0

Given that the observed value of 82% > the established benchmark of 70%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The department chair recommends that the results be monitored into next year.

RELATED ITEM LEVEL 1

23-24 General Education English after Developmental Education English (ENGL 1001 after ENGL 0001)**Objective Number: 1.13****Start: 11/1/2023****End: 10/31/2024****Progress: Completed****Provided By: Division of Arts and Sciences****Section 1: Objective With Intended Outcomes:**

Developmental Education (DE) students will successfully complete (earn credit in) their first general education (GE) English course (ENGL 1001) at rates that approximate national averages after successfully completing developmental English (ENGL 0001). ENGL 0001 is developmental English Composition, while ENGL 1001 is the first GE English Composition course.

Section 2: Assessment/Evaluation/Measures/Strategies:

The indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English course (ENGL 1001) after successfully completing the DE English course (ENGL 0001) with a C or better. The report tabulates the various metrics from DE through GE English regardless of whether a student took the course **face-to-face (LSUE or off-site) or online**. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering in a given year and then reports whether or not they have earned any college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2018-2019 completing ENGL 1001 with a D or better by the completion of spring 2024 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing the developmental education English course (student obtains a C or higher in ENGL 0001):

- 85.3% enrolled in college level English courses (ENGL 1001)
- 77.5% earned college level English credits (D or higher in ENGL 1001).

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

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

For AY 2022-2023, this objective was partially met. See Improvement Plan in AY 22-23.

For AY 2023-2024, this objective examines the new first-time students entering into DE English starting AY 2018-2019 to determine if they earned credit in the first GE English course by the end of spring 2024. For AY 2018-2019, there were a total of 436 new first-time student entering LSU Eunice and taking ENGL 0001 (DE English composition) (see Table 1). Three hundred fifty-two (80.7%) of

them successfully completed the DE course. Of the 352 completing, 275 (78.1%) enrolled in GE English Composition (ENGL 1001) with 206 (58.5%) completing it.

Table 1. Indirect Assessment: Completion of the First GE English Course (ENGL 1001) with a D or Higher for Students Completing DE English (ENGL 0001) with a C or Higher.						
AY	Enrolled DE English	Completed DE English with a C or Higher	Enrolled GE English	Completed GE English with a D or Higher	Percent Enrolled in GE English	Percent Earning Credit in GE English
1213	424	342	277	235	81.0	68.7
1314	386	313	274	228	87.5	72.8
1415	416	327	278	235	85.0	71.9
1516	370	321	286	258	89.1	80.4
1617	412	349	296	233	84.8	66.8
1718	417	367	303	248	82.6	67.6
1819	436	352	275	206	78.1	58.5

Given that the observed value for students

- enrolling in GE English = 78.1% < the NCES benchmark of 85.3% and
- successfully completing GE English with an A, B, C, or D = 58.5% > the NCES benchmark of 77.5%

this objective is not met.

Section 4: Improvement Plan/ Changes Made:

Effective fall 2023, the Louisiana Board of Regents mandated the elimination of standalone developmental education courses such as ENGL 1001 in favor of co-requisite instruction. The corequisite instruction mandates that students who are not college ready be placed into GE English Composition and placed into a support course specifically tailored to the GE English Composition (ENGL 1001) course. The purpose of the support course is for faculty to focus on just-in-time tutoring presenting specific topics students have difficulty within GE English Composition course.

A copy of the complete Quality Enhancement Plan dealing with corequisite mathematics and English Composition is contained below.

Longitudinal data from AY 2010-2011 through AY 2021-2022 indicates that the success rate in GE English after taking standalone DE English was 49.79% (original n = 4,114 entering DE English).

For year 0 of the corequisite project during AY 2023-2024 the success rate for ENGL 1001 for students who would have been placed into DE English was 54.6% (n = 410).

Given the two data points, the 54.6% from year 0 suggests that additional students completed their GE English Composition course in the first year, possibly reducing the time to completion.

Director of IE's Note: A decision is going to be made on whether to keep this objective or not given that standalone developmental education courses no longer exist. Basically, the traditional methodology is now being mixed with corequisite methodology while the NCES article was based on the traditional methodology.

Attached Files

[BOR-AA-2.18-Placement.pdf](#)

[8-2-24 ENGL 1001 Success Rates AY 23-24.pdf](#)

[8-20-23-Completed-LSUE-QEP.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Library Research Tools

Objective Number: 1.14

Start: 11/1/2023

End: 10/31/2024

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 Departmental Syllabus.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

Direct measurement using an internal multiple-choice assessment from the ENGL 1002 course will be used to determine if this objective has been obtained. Students were asked to identify correct citing of sources using the appropriate MLA style parenthetical citations. The multiple choice assessment parallels the research assignment required for ENGL 1002.

The benchmark is 70%, which is the lowest C (average) grade that is transferable to other institutions of higher education in the State of Louisiana.

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

For AY 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were 1,020 students enrolled in ENGL 1002 during the fall 2023 and spring 2024 semesters with 878 (86.1%) of them being assessed through the SLOs (see Table 1). The data indicates an overall score of 78% correct with the LSU Eunice face-to-face site scoring at 71%, 8-week online scoring at 75%, high school dual enrollment scoring at 81%, then 16-week online scoring the highest at 84% (see Table 1). Note that there were no sections offered at the LSU Alexandria face-to-face site.

Table 1. AY 2023-2024 ENGL 1002 SLOs for Information Literacy by Site in Percentages					
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.	78	71	84	75	81
Total number of students tested	878	297	153	58	370
Total number of sections	45	18	7	3	17
Total number enrolled on census days	1020	366	189	74	391

The longitudinal data from the time the assessment was updated in fall 2016 indicates that the scores slipped a bit from AY 2021-2022 to AY 2023-2024 from 81% to 78%. However, the 78% is above the simple mean for the time period examined and is, in fact, the second highest score for the seven years studied. Please note that no data was analyzed for AY 2022-2023 given the efforts surrounding accreditation.

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	23-24	Mean
2. Demonstrate an understanding of the proper use of library research tools.	62	65	73	73	74	81	78	72.3
Total number of students tested	397	700	702	658	596	633	878	652.0

Given that the observed value is 78% > the established benchmark of 70%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Because the objective has been met for several years, the Director of IE recommend monitoring into the next year.

The Chair of Humanities agrees that monitoring into the next year is appropriate.

General Education 2. Computation

General Education Description:

An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions.

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 QEP Competency in Mathematics - MATH 1015 Applied College Algebra and MATH 1021 College Algebra

Objective Number: 2.21 Mathematics QEP

Start: 11/1/2023

End: 10/31/2024

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) for students having an ACT mathematics score ≥ 19 . Applied College Algebra, meant for terminal two-year degrees or non-STEM degrees.
- MATH 1015T (Applied College Algebra with a three-credit hour corequisite support) for students having an ACT mathematics score < 19 . 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) recommended for students with an ACT mathematics score of 19-21. This course is "front loaded" with a two-credit-hour developmental education. It awards three credits for College Algebra.
- MATH 1021 (College Algebra) for students having an ACT score ≥ 22 . MATH 1021 (College Algebra) meant for those who are transferring to four-year institutions toward STEM or non-STEM degrees needing trigonometry.
- MATH 1021T (College Algebra) with a three credit- hour support for students having an ACT mathematics score < 22 . In the past, these students were placed into standalone developmental education courses. Similar to MATH 1015T, 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:

New Outcomes (as of fall 2023...numbers parallel the QEP):

- 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.

Old Outcomes:

- A. Solve equations and inequalities algebraically or graphically,
 - B. Evaluate and interpret function values, and
 - C. Graph functions
- (See highlighted on page two of the syllabi).

Rationale:

Clarification to include performing operations on functions was added to MATH 1021 to allow faculty some flexibility. MATH 1015 may or may not include some of the same topics insofar as performing operations on functions; however, it is not required.

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.

Attached Files

[MATH 1015 SYLLABUS AY2023 2024.pdf](#)

[MATH 1021 SYLLABUS AY2023 2024.pdf](#)

[MATH 1020 SYLLABUS AY2023 2024.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

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**. 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.

2.1. Indirect Assessment using Grades Data from Institutional Research using A, B, C, or P (for Pass) only. The **tentative benchmark** is to obtain $\geq 57.8\%$ completion rate.

Rationale: The 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 (see the PDF benchmarking language from the QEP below).

2.2. Direct Assessment The assessments of student learning for college algebra will be through direct internal measures using the professional judgement of the Math faculty based on the outcomes of the books used for the courses.

- 2.2-0. Overall SLOs: $\geq 73\%$.
- 2.2-1. Solve equations $\geq 70.9\%$
- 2.2-2. Operations with functions $\geq 76.6\%$
- 2.2-3. Graph Functions $\geq 73.7\%$

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.

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).

Attached Files

[QEP Mathematics Benchmarking.pdf](#)

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

For AY 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to efforts surrounding reaffirmation.

Introduction

For AY 2023-2024, traditional developmental education courses were eliminated for fall 2023 in favor of a new statewide corequisite model whereby students who were not college ready and in the need of developmental education were placed in the gateway mathematics course along with a support course (see the Board of Regents Academic Affairs Policy 2.18 attached below). Regular students meeting the cut score (therefore being college ready) were placed into traditional gateway mathematics courses. The courses are described below.

- 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. Arts majors for example). Entry into the course requires an ACT Mathematics score ≥ 19 .
- MATH 1015T - Applied College Algebra with support. MATH 1015T is the same Applied College Algebra material taught in MATH 1015; however, there is no ACT Mathematics score required for placement. MATH 0016 is the required 3-credit hour support (corequisite) course whereby faculty provide "just in time" tutoring on topics causing students difficulty.
- 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, 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.

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 2023 and spring 2024). 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.

There were

- 1,002 students registered both MATH 1015 Applied College Algebra courses with 448 (44.7%) registered in the regular three credit hour version of MATH 1015 and 554 (55.3%) registered in MATH 1015T Applied College Algebra with support.
- 266 students registered in MATH 1020 (College Algebra) with 150 (56.4%) registered in high school dual enrollment sections.
- 515 students registered both MATH 1021 (College Algebra) courses with 165 (32.0%) enrolled in the 3-credit hour version and 350 (68.0%) registered in MATH 1021T College Algebra with support.

2.1. Indirect Assessment using Final Grades

Table 1 section A provides a summary of the grades earned by students in all three College Algebra courses during fall 2023 and spring 2024. In total, 735 (41.22%) of the 1,783 students taking MATH 1015, 1015T, 1020, 1021, or 1021T received an A, B, or C with no P (pass) grades being issued. As might be expected, high school dual enrollment students had the highest success rate at 90.4%. This was followed by modular students taking MATH 1015 at 61.7% and then eight week online at 55.1%. Note that no eight-week T or the support courses were offered. LSU Eunice face-to-face students had a success rate of just 37.5% while 16-week online students had a success rate of 29.2%.

Table 1
Louisiana State University at Eunice
MATH 1020/1021/1015 Indirect Assessment
(Success Summary using Final Grades of A, B, C, P only)
Fall 2023-Spring 2024

Fall 2023-Spring 2024 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Section A											
All College Algebra Totals	193	251	291	163	406	478	1	0	1783	735	41.2
LSUE face-face site	60	118	183	99	216	286	1	0	963	361	37.5
All modular face-to-face	9	15	13	2	14	7	0	0	60	37	61.7
All 16-wk online	26	69	64	50	166	169	0	0	544	159	29.2
All 8-wk online	7	15	5	7	6	9	0	0	49	27	55.1
Dual enrollment all sites	91	34	26	5	4	7	0	0	167	151	90.4
Section B											
All MATH 1020 (CMAT 1213) Totals	85	49	43	12	21	56	0	0	266	177	66.5
LSUE face-face site	4	12	8	6	8	30	0	0	68	24	35.3
All modular face-to-face	0	0	0	0	0	0	0	0	0	0	#DIV/0!
All 16-wk online	1	4	14	1	9	19	0	0	48	19	39.6
All 8-wk online	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual enrollment all sites	80	33	21	5	4	7	0	0	150	134	89.3
Section C											
All MATH 1021/1021T (CMAT 1213) Totals	28	48	70	46	160	163	0	0	515	146	28.3
LSUE face-face site	17	28	46	31	98	94	0	0	314	91	29.0
All modular face-to-face	0	0	0	0	0	0	0	0	0	0	#DIV/0!
All 16-wk online	0	19	19	15	62	69	0	0	184	38	20.7
All 8-wk online	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual enrollment all sites	11	1	5	0	0	0	0	0	17	17	100.0

Section D	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1021 (CMAT 1213) Totals	23	25	32	15	29	41	0	0	165	80	48.5
All MATH 1021T (CMAT 1213) Totals	5	23	38	31	131	122	0	0	350	66	18.9
Section E											
All MATH 1020 & 1021 (CMAT 1213) Totals	113	97	113	58	181	219	0	0	781	323	41.4
LSUE face-to-face site	21	40	54	37	106	124	0	0	382	115	30.1
All 16-wk online	1	23	33	16	71	88	0	0	232	57	24.6
Dual Enrollment all sites	91	34	26	5	4	7	0	0	167	151	90.4
Section F											
All MATH 1015/1015T (CMAT 1203) Totals	80	154	178	105	225	259	1	0	1002	412	41.1
All face-face all sites no modular	39	78	129	62	110	162	1	0	581	246	42.3
All modular face-to-face	9	15	13	2	14	7	0	0	60	37	61.7
All 16-wk online	25	46	31	34	95	81	0	0	312	102	32.7
All 8-wk online	7	15	5	7	6	9	0	0	49	27	55.1
Dual enrollment all sites	0	0	0	0	0	0	0	0	0	0	--
Section G											
MATH 1015 (CMAT 1203) Totals	52	100	95	51	77	72	1	0	448	247	55.1
MATH 1015T (CMAT 1203) Totals	28	54	83	54	148	187	0	0	554	165	29.8
Note: The enrollment totals and percentages are based on the 14th day census data. Additional details are provided in the individual Course Success Summary Sheets.											

Table 1 sections B and C indicate that high school dual enrollment students had success rates of 89.3% in MATH 1020 (see Section B) and 100% in MATH 1021 (see Section C). Success rates for face-to-face students in students in MATH 1020 were 35.3% (see Table 1 Section B and Table 2) and 29% in MATH 1021 and MATH 1021T (see Table 1 Section C). Online students in the two groups performed higher at 39.6% for MATH 1020, but lower for MATH 1021 and MATH 1021T at 20.7% (see Table 3).

Table 2
Louisiana State University at Eunice

MATH 1020 Indirect Assessment
(Success Summary using Final Grades of A, B, C, P only)
Fall 2023-Spring 2024

Fall 2023-Spring 2024 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1020 (CMAT 1213) Totals	85	49	43	12	21	56	0	0	266	177	66.5
LSUE face-face site	4	12	8	6	8	30	0	0	68	24	35.3
All modular face-to-face	0	0	0	0	0	0	0	0	0	0	#DIV/0!
All 16-wk online	1	4	14	1	9	19	0	0	48	19	39.6
All 8-wk online	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual enrollment all sites	80	33	21	5	4	7	0	0	150	134	89.3
MATH 1020 Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
LSUE face-face site	4	12	8	6	8	30	0	0	68	24	35.3
All modular face-to-face									0	0	#DIV/0!
Online 16-wk	1	4	14	1	9	19	0	0	48	19	39.6
Online 8-wk									0	0	#DIV/0!
Dual enrollment all sites	80	33	21	5	4	7	0	0	150	134	89.3
MATH 1020 (CMAT 1213) Totals	85	49	43	12	21	56	0	0	266	177	66.5

Table 3 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 2023-Spring 2024											
Fall 2023-Spring 2024 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1021/1021T (CMAT 1213) Totals	28	48	70	46	160	163	0	0	515	146	28.3
LSUE face-face site	17	28	46	31	98	94	0	0	314	91	29.0
All modular face-to-face	0	0	0	0	0	0	0	0	0	0	#DIV/0!
All 16-wk online	0	19	19	15	62	69	0	0	184	38	20.7
All 8-wk online	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual enrollment all sites	11	1	5	0	0	0	0	0	17	17	100.0
MATH 1021 Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
LSUE face-face site	12	16	18	8	18	17	0	0	89	46	51.7
All modular face-to-face									0	0	#DIV/0!
Online 16-wk	0	8	9	7	11	24	0	0	59	17	28.8
Online 8-wk									0	0	#DIV/0!
Dual enrollment all sites	11	1	5						17	17	100.0
All MATH 1021 (CMAT 1213) Totals	23	25	32	15	29	41	0	0	165	80	48.5
MATH 1021T Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
LSUE face-face site	5	12	28	23	80	77	0	0	225	45	20.0
Online 16-wk	0	11	10	8	51	45	0	0	125	21	16.8
Online 8-wk									0	0	#DIV/0!
Dual Enrollment all sites									0	0	#DIV/0!
All MATH 1021T (CMAT 1213) Totals	5	23	38	31	131	122	0	0	350	66	18.9

Table 1 Section D indicates that students in a regular 3-credit hour MATH 1021 course succeeded at 48.5% while students corequisite support course succeed at a rate of 18.9%. Next, Table 3 provides a breakout of the data for MATH 1021 for students in the regular sections and students in support sections. For students placing into the regular sections of MATH 1021, only 28.8% of the

online students succeeded while just over 50% of the face-to-face students and 100% of the high school dual enrollment students succeeded. For the corequisite sections MATH 1021T, only 66 (18.9%) of the 350 students successfully completed the course. Table 3 breaks this out in the bottom part of the table indicating that 20% of the face-to-face students successfully completed while 16.8% of the 16-week online students did. Finally, Table 1 section E shows the sum of both MATH 1020 and MATH 1021 including both MATH 1021 and MATH 1021T sections.

Table 1 section F provides the summary data for students testing right into the regular three credit hour MATH 1015 (Applied College Algebra). Table 1 section F also includes the three-credit hour MATH 1015T that has a three-credit hour support course for students who would have tested into developmental courses in the past. The success rates indicate that regular MATH 1015 face-to-face modular students had the highest success rates at 61.7%, then 8-week online students at 55.1% followed by face-to-face students not taking modular at 42.3% with 16-week online students succeeding at 32.7%. Table 1 section G shows that regular students in MATH 1015 had a success rate of 55.1% while those in the MATH 1015T with support had a success rate of 29.8%. Table 4 further breaks out the regular MATH 1015 and MATH 1015T with support by methodology showing that regular students succeeded at a rate of 55.1% while MATH 1015T with support succeeded at only 29.8%. In fact, the 16-week online MATH 1015T with support succeeded at 16.7%; this being much the same as the 16-week online MATH 1021T with support at 16.7% as shown in Table 3.

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 2023-Spring 2024											
Fall 2023-Spring 2024 Only	A	B	C	D	F	W	I	NC	Total	n Success	% Success
All MATH 1015/1015T (CMAT 1203) Totals	80	154	178	105	225	259	1	0	1002	412	41.1
All face-face all sites no modular	39	78	129	62	110	162	1	0	581	246	42.3
All modular face-to-face	9	15	13	2	14	7	0	0	60	37	61.7
All 16-wk online	25	46	31	34	95	81	0	0	312	102	32.7
All 8-wk online	7	15	5	7	6	9	0	0	49	27	55.1
Dual enrollment all sites									0	0	--
MATH 1015 Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites no modular	21	33	55	25	25	35	1	0	195	109	55.9
All modular face-to-face	9	15	13	2	14	7	0	0	60	37	61.7
Online 16-wk	15	37	22	17	32	21	0	0	144	74	51.4
Online 8-wk	7	15	5	7	6	9	0	0	49	27	55.1
Dual enrollment all sites									0	0	--
MATH 1015 (CMAT 1203) Totals	52	100	95	51	77	72	1	0	448	247	55.1
MATH 1015T Fall 2023 & Spring 2024	A	B	C	D	F	W	I	NC	Total	n Success	% Success
Face-to-face all sites	18	45	74	37	85	127	0	0	386	137	35.5
Online 16-wk	10	9	9	17	63	60	0	0	168	28	16.7
Online 8-wk									0	0	--
Dual Enrollment all sites									0	0	--
MATH 1015T (CMAT 1203) Totals	28	54	83	54	148	187	0	0	554	165	29.8

Direct Assessment using Student Learning Outcomes (Objective 2.2)

Table 5 below summarizes the student learning outcome (SLO) data for both MATH 1015/1015T (Applied College Algebra) and

MATH 1020/1021/1021T (College Algebra generally used for STEM fields). The data indicated that students in MATH 1015/1015T had issues with solving while students in MATH 1020/1021/1021T had difficulty with all course material.

Table 5. SLO Results for College Algebra AY 2023-2024 in Percentages.

MATH 1021 SLO Description	Overall for both College Algebra Courses	Overall MATH 1015	Overall MATH 1020/1021
2.2-0. Overall	69	72	65
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	64	66	61
2.2-2. Evaluate/Interpret Function Values	73	76	69
2.2-3. Graph Functions	73	78	66
Total number of students tested	1012	580	432
Total number of students enrolled on census date	1783	1002	781
Percent assessed for SLOs	56.8	57.9	55.3
Total number of sections	67	38	29

Because the outcomes were the same both before and after the implementation of the corequisite courses, it is possible to examine longitudinal data from AY 2013-2014 through present as shown in Table 6. The results indicate that the scores slipped and have fallen below the simple mean scores from AY 2013-2014 through AY 2023-2024. This, of course, is a concern; however, it was not totally unexpected given that AY 2023-2024 was year zero of the implementation.

Table 6. Combined MATH 1015/1015T, MATH 1020, and MATH 1021/1021T SLO Results

Student Learning Outcome	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
2.2-0. Overall	73	76	76	75	74	74	75	69	73.7
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	70	73	74	74	71	69	69	64	71.4
2.2-2. Evaluate/Interpret Function Values	77	79	78	77	76	77	78	73	76.8
2.2-3. Graph Functions	74	77	77	78	77	76	78	73	75.5
Total number of students tested	707	619	726	613	601	622	627	1012	687.5

Note that the data from 2013-2014 through 2015-2016 was hidden due to space.

The next series of Tables provides additional data about the student performance on SLOs at LSU Eunice's various sites split out by whether the students enrolled were considered "college ready" without the support course or were not college ready and had a support course. Table 7 details MATH 1015/1015T indicating that college ready students without the support course scored $\geq 72\%$ on all outcomes except for the LSU Eunice face-to-face site. Students having a support course (corequisite or T sections) scored below their counterparts with LSU Eunice face-to-face scoring a 68% and 16-week online students scoring a 69% overall. Both groups had difficulty with objective 2.2-1 solving.

Table 7. SLO results for MATH 1015 AY 2023-2024 as Percentages.							
MATH 1015 SLO Description	College Ready (1015)					Corequisite (1015T)	
	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Modular	LSUE FF	Online 16-Wk
2.2-0. Overall	72	72	78	77	81	68	69
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	66	63	74	75	77	59	66
2.2-2. Evaluate/Interpret Function Values	76	79	79	79	84	72	71
2.2-3. Graph Functions	78	79	81	77	83	76	70
Total number of students tested	580	145	98	36	40	213	48
Total number of sections	38	5	4	2	3	18	6

Next, Table 8 indicates that the scores from AY 2023-2024 are slightly less than the longitudinal simple means from AY 2013-2014 through 2023-2024 with the overall being approximately four percentage points below the mean. In addition, the result for 2.2-3 was nearly equal to the mean while 2.2-2 was just below the longitudinal mean (76% versus 77.4%). Objective 2.2-1 on solving had the largest drop from 73% in AY 2022-2023 to 66% presently. The larger issue is that only 580 students were assessed on the final exam for MATH 1015/1015T; this being only 57.9% of the 1,002 students enrolled in the courses on the census days.

Table 8. MATH 1015 Longitudinal Data by Academic Year as a Percentage.								
MATH 1015 SLO Description	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
2.2-0. Overall	76	77	75	75	75	79	72	76.1
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	75	78	76	71	73	73	66	74.5
2.2-2. Evaluate/Interpret Function Values	76	74	75	77	77	80	76	77.4
2.2-3. Graph Functions	78	77	77	78	79	84	78	78.6
Total number of students tested	325	335	269	297	300	311	580	338.2

Note that the data from 2013-2014 through 2015-2016 was hidden due to space.

Tables 9 and 10 depict the data for MATH 1020/1021/1021T (College Algebra) typically required of STEM fields and is required for students needing trigonometry. The data indicates that the college ready students scored well in the online and high school dual enrollment environments. LSU Eunice face-to-face fell short in solving thus lowering their overall score to a 69%. In contrast, the corequisite students had difficulty with every objective; Online 16-week students scoring in the 60s (a grade of D) and the LSU Eunice students scoring the 40s and 50s (a grade of F).

Table 9. SLO results for MATH 1020/1021/1021T (College Algebra) only AY 2023-2024 as a Percentage.						
SLO Description	College Ready				Corequisite	
	Overall	LSUE FF	Online 16-Wk	Dual Enr < 50%	Online 16-Wk	LSUE FF
2.2-0. Overall	65	69	72	75	65	49
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	61	62	70	74	68	40
2.2-2. Evaluate/Interpret Function Values	69	76	73	76	65	55
2.2-3. Graph Functions	66	71	72	74	63	52
Total number of students tested	432	103	49	121	38	121
Total number of sections	29	6	4	7	4	8

The longitudinal data in Table 10 shows that the SLO scores for AY 2023-2024 and were all below their respective longitudinal means. Objective 2.2-1 had the lowest score at 61% with 2.2-3 graphing functions was next at 66%. Students scored the highest at 69% on 2.2-2 on topics dealing the evaluation and interpretation of function values. Finally, as noted above with MATH 1015, there were 781 students registered for MATH 1020/1021 with just over half (432 or 55.3%) being assessed for student learning during the final exam.

Table 10. Longitudinal MATH 1020/1021 SLO Results by AY as a Percent

Description	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
2.2-0. Overall	72	77	76	76	74	73	71	65	71.7
2.2-1. Solve Equations/Inequalities Algebraically/Graphically	69	71	70	72	71	66	65	61	68.6
2.2-2. Evaluate/Interpret Function Values	78	82	81	79	76	77	76	69	76.1
2.2-3. Graph Functions	74	76	77	78	76	73	73	66	72.6
Total number of students tested	419	294	391	344	304	322	316	432	349.3

Note that the data from 2013-2014 through 2015-2016 was hidden due to space.

Item Analysis

MATH 1015/1015T Applied College Algebra

Given the scores on SLOs, an item analysis was completed on the MATH 1015/1015T face-to-face results in an attempt to determine where the issues were. Note that running an item analysis for the online sections down to specific problem is rather difficult because the platform randomly orders the questions. As a result, faculty file SLO reports with the data aggregated by SLO. Table 7 above with the aggregated data for all sites and methodologies indicates that the issues with the performance on SLOs parallel each other by sites and methodologies.

Table 11 lists the 13 (28.9%) of the 45 questions on the final exam questions where the probability of answering the question correctly was less than 60%. As might be expected, nine (69.2%) of the 13 questions were from SLO 2.2-1. Table 11 also indicates that questions 19, 31, and 42 had a probability of being greater than 60% in being answered correctly for regular sections of MATH 1015, but had a less than 60% chance of being answered correctly for the MATH 1015T with support sections. In every other case, the questions had less than a 60% change of being answered correctly across all students taking the final exam. It is recommended that the mathematics faculty begin examining these questions and the instruction associated with them to begin improving.

Table 11. Item Analysis for MATH 1015 & MATH 1015T AY 2023-2024 Probability of Success was < 60%					
Question No.	SLO No.	% Correct	1015	1015T	Problem Description
24	2.2-1	18.7	x	x	Application: inverse variation
28	2.2-2	33.0	x	x	Given linear f and g, find f/g
44	2.2-1	38.6	x	x	Solving rational equations
8	2.2-1	43.6	x	x	Solve for a variable in a formula
43	2.2-1	44.7	x	x	Solve a fourth-degree polynomial
27	2.2-2	44.7	x	x	Given linear f and g, find f-g
18	2.2-1	47.2	x	x	Application: Max height of a ball with equation given
19	2.2-1	52.0		x	Quadratic a not equal to 1 that is factorable
20	2.2-1	55.0	x	x	Application: Growth of funds and interest rate
31	2.2-2	55.6		x	Composition of functions with $(x-4)/8$ and $8x+8$
23	2.2-3	55.8	x	x	Graphing linear piecewise functions
32	2.2-1	58.4	x	x	Find the inverse of $f(x)=5x+3$
42	2.2-1	58.7		x	Solve a fourth degree polynomial
13 (28.9%) out of 45 questions had a probability of success < 60%					

MATH 1021/1021T College Algebra

An item analysis was also completed on the MATH 1021/1021T face-to-face results in much the same way as MATH 1015/1015T above. In all 19 (54.3% or better than half of the 35 questions) had less than a 60% chance of being answered correctly (see Table 12). As the item analysis shows, eight (42.1%) of the 19 questions with low success rates were from outcome 2.2-1. In addition, 11 (57.9%) of the 19 questions were from the regular MATH 1021 sections while all questions were from MATH 1021T - corequisite needing support. Paralleling MATH 1015, the mathematics faculty will need to determine what the best course of action needed to improve the results.

Table 12. Item Analysis for MATH 1021 & MATH 1021T AY 2023-2024
Probability of Success was < 60%

Question No.	SLO No.	% Correct	1021	1021T	Problem Description
30	2.2-1	32.9	x	x	Find the inverse of an exponential
17	2.2-1	36.2	x	x	Solving a rational equation involving a quadratic
34	2.2-1	40.7	x	x	Finding a single logarithm
32	2.2-3	42.7	x	x	Given a ln, find the equation of the vertical asymptote
26	2.2-1	42.7	x	x	Find the inverse of a rational function
27	2.2-2	44.7	x	x	Find the domain and range of the inverse function
19	2.2-1	45.5	x	x	Solving an equation involving an absolute value
15	2.2-3	45.9		x	Find the range of a quadratic
25	2.2-1	45.9	x	x	Given a graph, find the interval where $x < 0$
18	2.2-1	47.2	x	x	Solving an equation involving a root and squaring
16	2.2-3	47.2	x	x	Intervals for which a quadratic increase & decreases
1	none	47.2		x	Find the equation of a circle given center & diameter
5	none	49.6		x	Find equation of a line through perpendicular to a specified line
24	2.2-3	50.4	x	x	Given a rational expression with quadratics, find asymptotes
14	2.2-1	54.9		x	Solving a quadratic simplifying root
23	none	56.5		x	Finding zeros of a polynomial
7	2.2-3	56.9		x	Choose graph of piecewise function with two linear equations
10	2.2-2	57.3		x	Composition of a rational and linear function
22	2.2-2	59.4		x	Synthetic division

19 (54.3%) out of 35 questions had a success rate < 60%.

2.3 Achieving the Dream Demographic Information

MATH 1015/1015T Success by Ethnicity, Gender, and Pell Status As noted above, LSU Eunice became an Achieving the Dream institution in 2021. MATH 1015 and MATH 1015T success rates (A, B, C only) were examined using demographic data because the courses are two of the top ten courses with the highest enrollment. Remember that MATH 1015 is the three-credit hour Applied College Algebra course for students placing directly into the Applied College Algebra while MATH 1015T is the course with a three-credit hour support course for students who would have been placed into developmental mathematics prior to fall 2023. The combined demographic data includes success for Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant. The tables that follow examine the data for MATH 1015 beginning in fall 2013; this being the first semester that the Applied College Algebra course was offered.

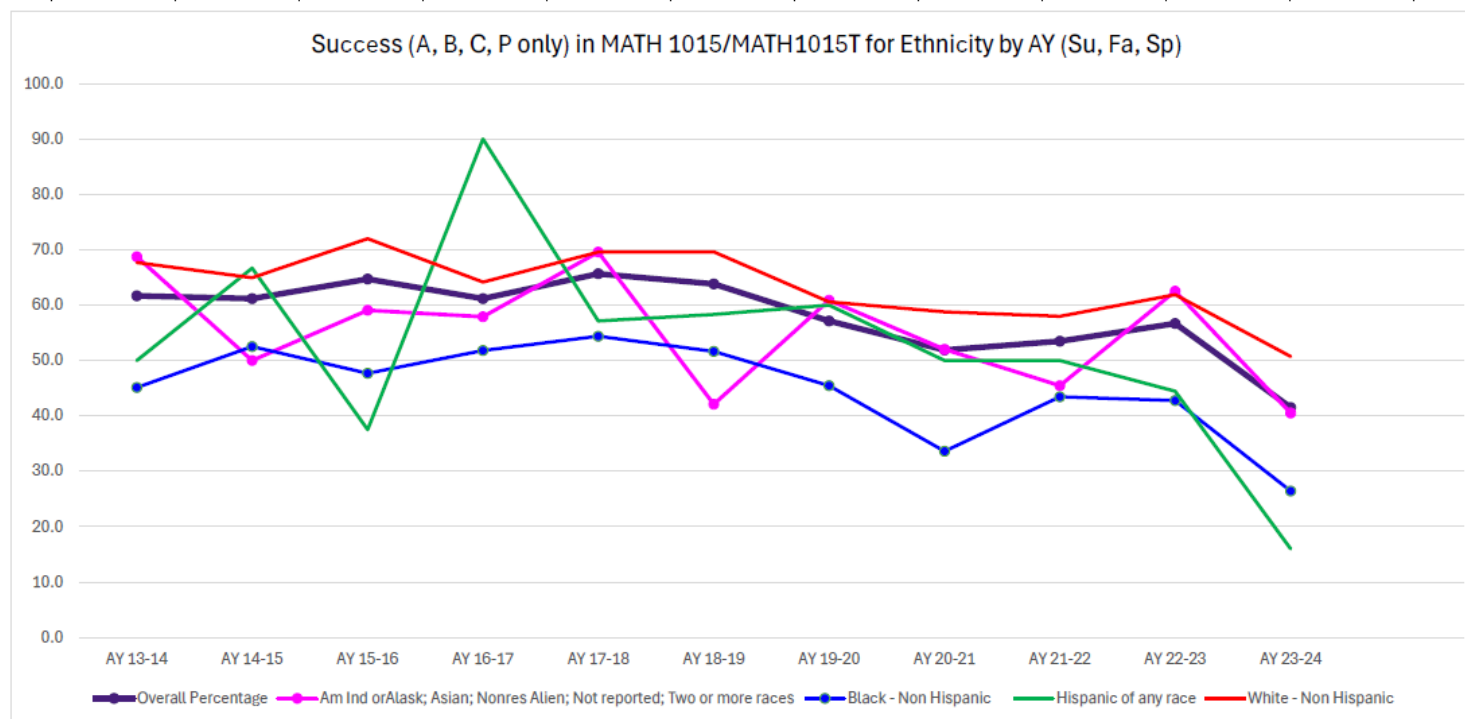
Note: the numbers of students in this section will differ from the number in section 2.1 because summer is included in this section where it is not in 2.1. This is due to the fact that the data in 2.1 is only analyzing the QEP data effective fall 2023.

There were 1,050 students enrolled in MATH 1015/MATH 1015T on the census dates for summer 2023, fall 2023, and spring 2024 (see Table 13). Overall, 436 (41.5%) of them earned an A, B, or C to successfully complete the course (see highlighted on page 1 of Table 13). The observed value falls below the overall longitudinal success rate of 56.3% shown in Table 13. In fact, the figure on page 2 of Table 13 indicated by the purple line and data shows that the success rates in MATH 1015 have been fluctuating for years, but fell dramatically with the mandated elimination of developmental mathematics placing all students into the first gateway mathematics course.

Table 13. MATH 1015/MATH1015T (College Algebra) Summary For SU, FA and SP

Frequency and Percentage of Enrollment																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	4	0.9	2	0.4	3	0.7	1	0.2	2	0.4	1	0.2	0	0.0	5	1.0	3	0.6	2	0.4	11	1.0	34	0.6
Asian	0	0.0	1	0.2	1	0.2	3	0.7	4	0.9	3	0.6	6	1.4	3	0.6	3	0.6	3	0.6	5	0.5	32	0.6
Black - Non Hispanic	113	26.1	139	26.6	109	24.8	112	26.7	114	24.6	122	24.8	99	22.8	128	25.3	122	24.4	138	25.9	329	31.3	1525	26.3
Hispanic of any race	4	0.9	15	2.9	8	1.8	10	2.4	7	1.5	12	2.4	10	2.3	10	2.0	8	1.6	9	1.7	25	2.4	118	2.0
Native Hawaiian /Pacific Island	1	0.2	0	0.0	2	0.5	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	0.1
Nonresident Alien	4	0.9	0	0.0	4	0.9	5	1.2	1	0.2	1	0.2	2	0.5	2	0.4	0	0.0	2	0.4	2	0.2	23	0.4
Not Reported	0	0.0	7	1.3	2	0.5	4	1.0	6	1.3	5	1.0	6	1.4	9	1.8	16	3.2	9	1.7	18	1.7	82	1.4
Two or More Races	7	1.6	8	1.5	10	2.3	6	1.4	10	2.2	8	1.6	9	2.1	6	1.2	11	2.2	8	1.5	43	4.1	126	2.2
White - Non Hispanic	300	69.3	351	67.1	300	68.3	279	66.4	319	68.9	339	68.9	302	69.6	342	67.7	338	67.5	362	67.9	617	58.8	3849	66.4
Totals	433	100.0	523	100.0	439	100.0	420	100.0	463	100	492	100.0	434	100	505	100.0	501	100.0	533	100	1050	100	5793	100
Overall Success (A, B, C, and P for Pass)																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	267		320		284		257		304		314		248		262		268		302		436		3262	
Total Number of Students	433		523		439		420		463		492		434		505		501		533		1050		5793	
Overall Percentage	61.7		61.2		64.7		61.2		65.7		63.8		57.1		51.9		53.5		56.7		41.5		56.3	
Overall Success (A, B, C, and P for Pass) by Ethnicity																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	3	75.0	2	100.0	3	100.0	0	0.0	2	--	1	100.0	0	#####	3	60.0	1	33.3	0	0.0	8	72.7	23	67.6
Asian	0	#####	1	100.0	0	0.0	2	66.7	3	75.0	1	33.3	3	50.0	2	66.7	1	33.3	0	0.0	2	40.0	15	46.9
Black - Non Hispanic	51	45.1	73	52.5	52	47.7	58	51.8	62	54.4	63	51.6	45	45.5	43	33.6	53	43.4	59	42.8	87	26.4	646	42.4
Hispanic of any race	2	50.0	10	66.7	3	37.5	9	90.0	4	57.1	7	58.3	6	60.0	5	50.0	4	50.0	4	44.4	4	16.0	58	49.2
Native Hawaiian /Pacific Island	0	--	0	--	0	--	0	#####	0	--	0	0.0	0	--	0	--	0	--	0	--	0	--	0	0.0
Nonresident Alien	4	100.0	0	--	3	75.0	2	--	0	0.0	1	100.0	2	100.0	2	100.0	0	#####	2	100.0	1	50.0	17	73.9
Not Reported	0	#####	4	57.1	1	50.0	3	75.0	4	66.7	3	60.0	3	50.0	4	44.4	8	50.0	7	77.8	7	38.9	44	53.7
Two or More Races	4	57.1	2	25.0	6	60.0	4	66.7	7	70.0	2	25.0	6	66.7	2	33.3	5	45.5	6	75.0	14	32.6	58	46.0
White - Non Hispanic	203	67.7	228	65.0	216	72.0	179	64.2	222	69.6	236	69.6	183	60.6	201	58.8	196	58.0	224	61.9	313	50.7	2401	62.4
Totals	267	61.7	320	61.2	284	64.69	257	61.2	304	65.7	314	63.8	248	57.1	262	51.9	268	53.5	302	56.66	436	41.52	3262	56.31

Table 13. Overall Success (A, B, C, and P for Pass)												
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	61.7	61.2	64.7	61.2	65.7	63.8	57.1	51.9	53.5	56.7	41.5	56.3
Am Ind orAlask; Asian; Nonres Alien; Not reported; Two or more races	68.8	50.0	59.1	57.9	69.6	42.1	60.9	52.0	45.5	62.5	40.5	52.2
Black - Non Hispanic	45.1	52.5	47.7	51.8	54.4	51.6	45.5	33.6	43.4	42.8	26.4	42.4
Hispanic of any race	50.0	66.7	37.5	90.0	57.1	58.3	60.0	50.0	50.0	44.4	16.0	49.2
White - Non Hispanic	67.7	65.0	72.0	64.2	69.6	69.6	60.6	58.8	58.0	61.9	50.7	62.4



LSU Eunice personnel have the belief that all students should succeed in a course in the same relative proportions that they are enrolled. For example, if roughly two-thirds of those registered for course xxxx are from a specific demographic, then that two-thirds should succeed (A, B, C, or P only) in the same relative proportion to the overall grade statistic subject to a small variance of ± 5 percentage points. For MATH 1015/1015T the overall success rate was 41.5% meaning that students should successfully complete the course in the same relative proportions given the variance of 36.5% to 46.5% using the ± 5 percentage points established above.

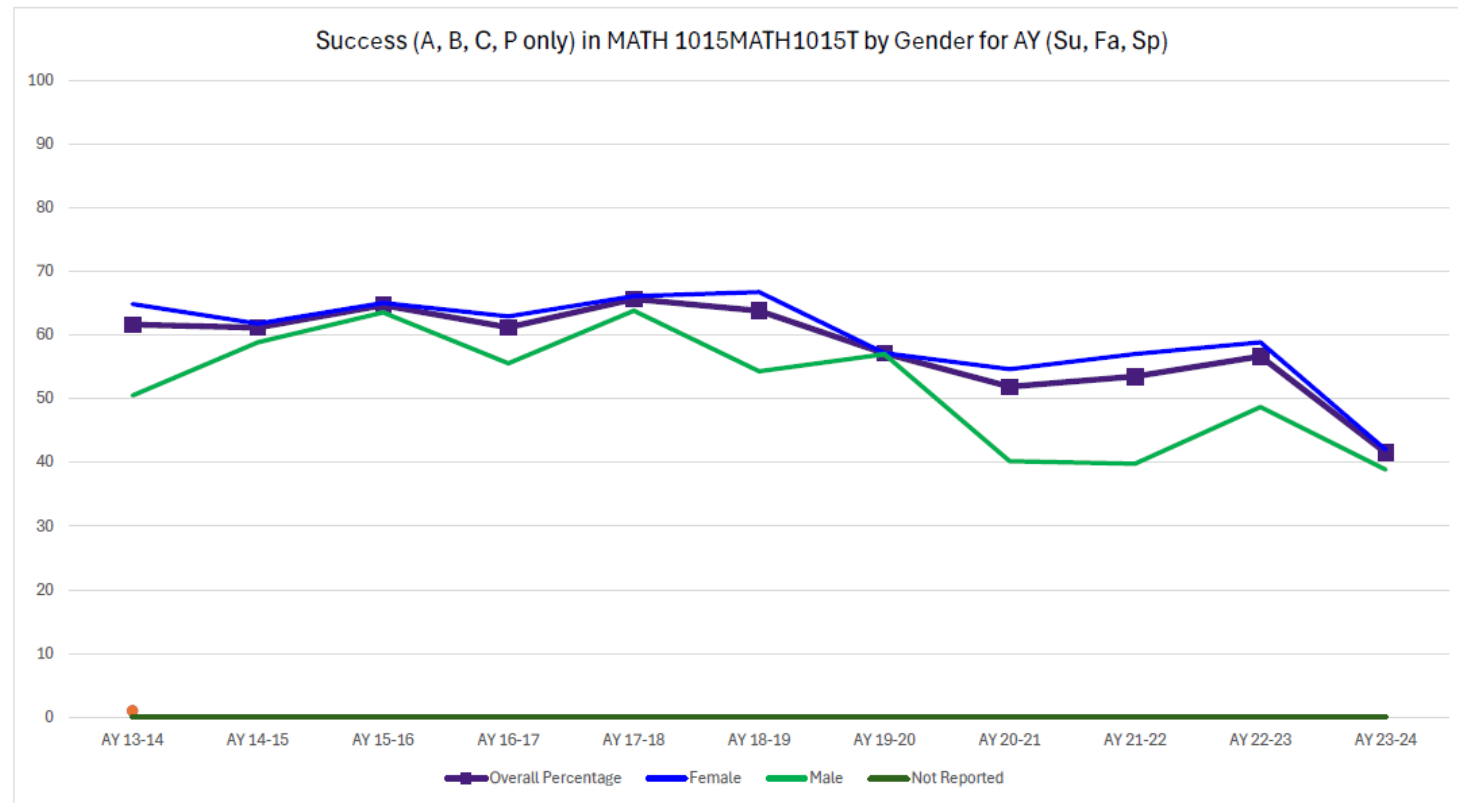
Acknowledging that demographic groups with a small number of students will have a large effect on the percentage, student groups will only be flagged if the n approaches 30 and the variance is above or below the specified range using the ± 5 percentage points. The $n = 30$ is based on the Central Limit Theory noting that the sampling distribution of the mean approaches a normal distribution thus limiting sampling error as the n increases in the sample. Given these conditions, student groups will be flagged if their success was below 36.5% or above 46.5% and approaches 30 students. Table 13 shows that Black (non-Hispanic) students underperformed at 26.4% and need additional support (see the blue line and data on page 2). White (non-Hispanic) students overperformed at 50.7% (see the red line and data on page 2 of Table 13). All other student groups had an $n < 30$ students.

Next, the success rate was examined in terms of gender (see Table 14) and Pell Grant status (see Table 15). For gender, both male and female students succeeded at a rate within the ± 5 percentage points of the 41.5% - female students succeeded at a rate of 42.0% (see blue line and data on page two of Table 14) and male students succeeded at a rate of 38.9% (see the green line and data).

Table 14. MATH 1015/MATH1015T (Applied College Algebra) Summary (includes both Co-Requisite and Non Co-Requisite Sections) For SU, FA and SP																								
Frequency and Percentage of Enrollment																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	336	77.6	416	79.5	332	75.6	321	76.4	369	79.7	376	76.4	348	80.2	408	80.8	398	79.4	418	78.4	893	85.0	4615	79.7
Male	97	22.4	107	20.5	107	24.4	99	23.6	94	20.3	116	23.6	86	19.8	97	19.2	103	20.6	115	21.6	157	15.0	1178	20.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	433	100.0	523	100.0	439	100.0	420	100.0	463	100	492	100.0	434	100	505	100.0	501	100.0	533	100	1050	100	5793	100
Overall Success (A, B, C, and P for Pass)																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	267		320		284		257		304		314		248		262		268		302		436		3262	
Total Number of Students	433		523		439		420		463		492		434		505		501		533		1050		5793	
Overall Percentage	61.7		61.2		64.7		61.2		65.7		63.8		57.1		51.9		53.5		56.7		41.5		56.3	
Overall Success (A, B, C, and P for Pass) by Gender																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	218	64.9	257	61.8	216	65.1	202	62.9	244	66.1	251	66.8	199	57.2	223	54.7	227	57.0	246	58.9	375	42.0	2658	57.6
Male	49	50.5	63	58.9	68	63.6	55	55.6	60	63.8	63	54.3	49	57.0	39	40.2	41	39.8	56	48.7	61	38.9	604	51.3
Not Reported	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
Totals	267	61.7	320	61.2	284	64.69	257	61.2	304	65.7	314	63.8	248	57.1	262	51.9	268	53.5	302	56.66	436	41.52	3262	56.31

Table 14. MATH 1015/MATH1015T (Applied College Algebra) Summary (includes both Co-Requisite and Non Co-Requisite Sections) For SU, FA and SP

Overall Success (A, B, C, and P for Pass)												
	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	61.7	61.2	64.7	61.2	65.7	63.8	57.1	51.9	53.5	56.7	41.5	56.3
Female	64.9	61.8	65.1	62.9	66.1	66.8	57.2	54.7	57.0	58.9	42.0	57.6
Male	50.5	58.9	63.6	55.6	63.8	54.3	57.0	40.2	39.8	48.7	38.9	51.3
Not Reported	--	--	--	--	--	--	--	--	--	--	--	--



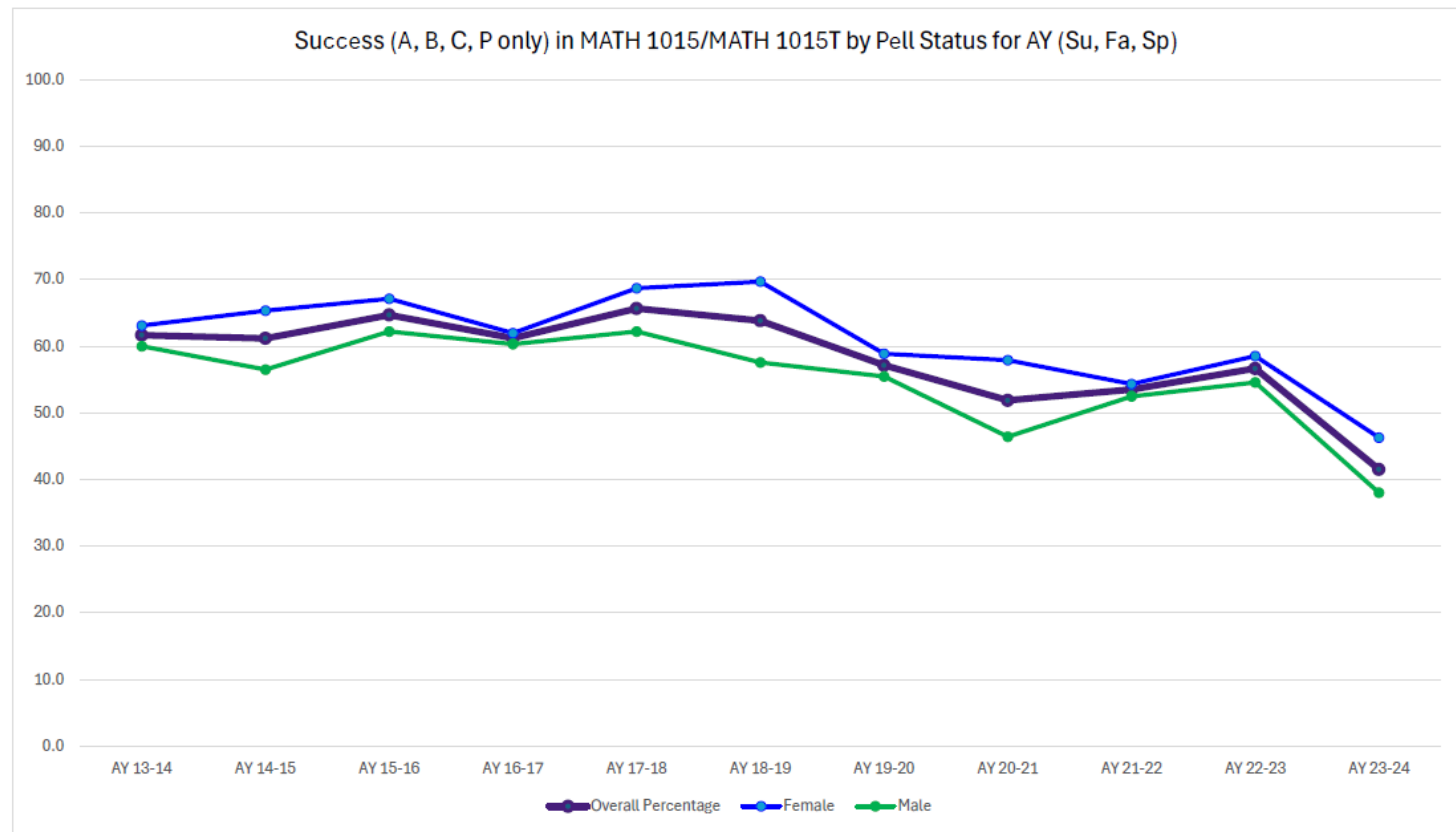
While examining the success data by Pell Grant status, the data indicated that both groups; those who received Pell Grants and those that did not - fell within the ± 5 percentage points. Students without a Pell Grant succeeded at 46.3% (see the blue line and data on page 2 of Table 15) and those with a Pell Grant at 38.0% (see the green line and data).

Table 15. MATH 1015/MATH 1015T (Applied College Algebra) Summary																								
Frequency and Percentage of Enrollment in MATH 1015/MATH 1015T by Pell Status by Academic Year (Su, Fa, Sp)																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = No	233	53.8	277	53.0	222	50.6	226	53.8	246	53.1	254	51.6	214	49.3	240	47.5	278	55.5	282	52.9	445	42.4	2917	50.4
Pell = Yes	200	46.2	246	47.0	217	49.4	194	46.2	217	46.9	238	48.4	220	50.7	265	52.5	223	44.5	251	47.1	605	57.6	2876	49.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	433	100.0	523	100.0	439	100.0	420	100.0	463	100	492	100.0	434	100	505	100.0	501	100.0	533	100	1050	100	5793	100
Overall Success (A, B, C, P [Pass]) in MATH 1015/MATH 1015T by Pell Status by Academic Year (Su, Fa, Sp)																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	267		320		284		257		304		314		248		262		268		302		436		3262	
Total Number of Students	433		523		439		420		463		492		434		505		501		533		1050		5793	
Overall Percentage	61.7		61.2		64.7		61.2		65.7		63.8		57.1		51.9		53.5		56.7		41.5		56.3	
Success (A, B, C, P [Pass]) in MATH 1015/MATH 1015T by Pell Status Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																								
Description	AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No	147	63.1	181	65.3	149	67.1	140	61.9	169	68.7	177	69.7	126	58.9	139	57.9	151	54.3	165	58.5	206	46.3	1750	60.0
Yes	120	60.0	139	56.5	135	62.2	117	60.3	135	62.2	137	57.6	122	55.5	123	46.4	117	52.5	137	54.6	230	38.0	1512	52.6
Not Reported	0	#DIV/0!	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####	0	#####
Totals	267	61.7	320	61.2	284	64.69	257	61.2	304	65.7	314	63.8	248	57.1	262	51.9	268	53.5	302	56.66	436	41.52	3262	56.31

Table 15. MATH 1015/MATH 1015T (Applied College Algebra) Summary

Overall Success (A, B, C, P [Pass]) in MATH 1015/MATH 1015T by Pell Status by Academic Year (Su, Fa, Sp)

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	61.7	61.2	64.7	61.2	65.7	63.8	57.1	51.9	53.5	56.7	41.5	56.3
Female	63.1	65.3	67.1	61.9	68.7	69.7	58.9	57.9	54.3	58.5	46.3	60.0
Male	60.0	56.5	62.2	60.3	62.2	57.6	55.5	46.4	52.5	54.6	38.0	52.6



MATH 1021/1021T Success by Ethnicity, Gender, and Pell Status Success data by demographics for Achieving the Dream was also calculated for MATH 1020 and MATH 1021/1021T (College Algebra) much in the same way that it was calculated for MATH 1015/1015T above. Please keep in mind that the three courses are variations of the same College Algebra course. For example, MATH 1020 is the five-hour version of MATH 1021 (College Algebra) with two credit hours of developmental education built into the course. MATH 1021 is for students placing directly into the course while MATH 1021T is combined with a three-credit hour support course for students who were placed into developmental courses prior to fall 2023.

Table 16 indicates that the overall success rate for College Algebra decreased from 55.4% with an $n = 505$ during AY 2022-2023 to 41.2% with an $n = 806$ in AY 2023-2024; the first year of the co-requisite implementation. The 55.4% from AY 2022-2023 was slightly below the longitudinal overall of 55.9% while the 41.2% was 14.7 percentage points below the overall (see highlighted on page one of Table 16). A graph of the longitudinal data indicates that success rates were relatively steady until AY 2022-2023 when they began to decrease (see the purple line and data on page 2 of Table 16). The success rate of 41.2% for AY 2023-2024 establishes a variance of ± 5 percentage points of 36.2% to 46.2% for the various demographic groups. The groups with a $n > 30$ performed as follows: Black (non-Hispanic) students under performed at a 16.8% success rate (see the blue line and data on page 2 of Table 16) while White (non-Hispanic) students over performed at 53.2% (see the red line and data on page 2 of Table 16); both outside the ± 5 percentage points expected.

Table 16. MATH 1020 & MATH 1021/MATH 1021T (College Algebra) Summary

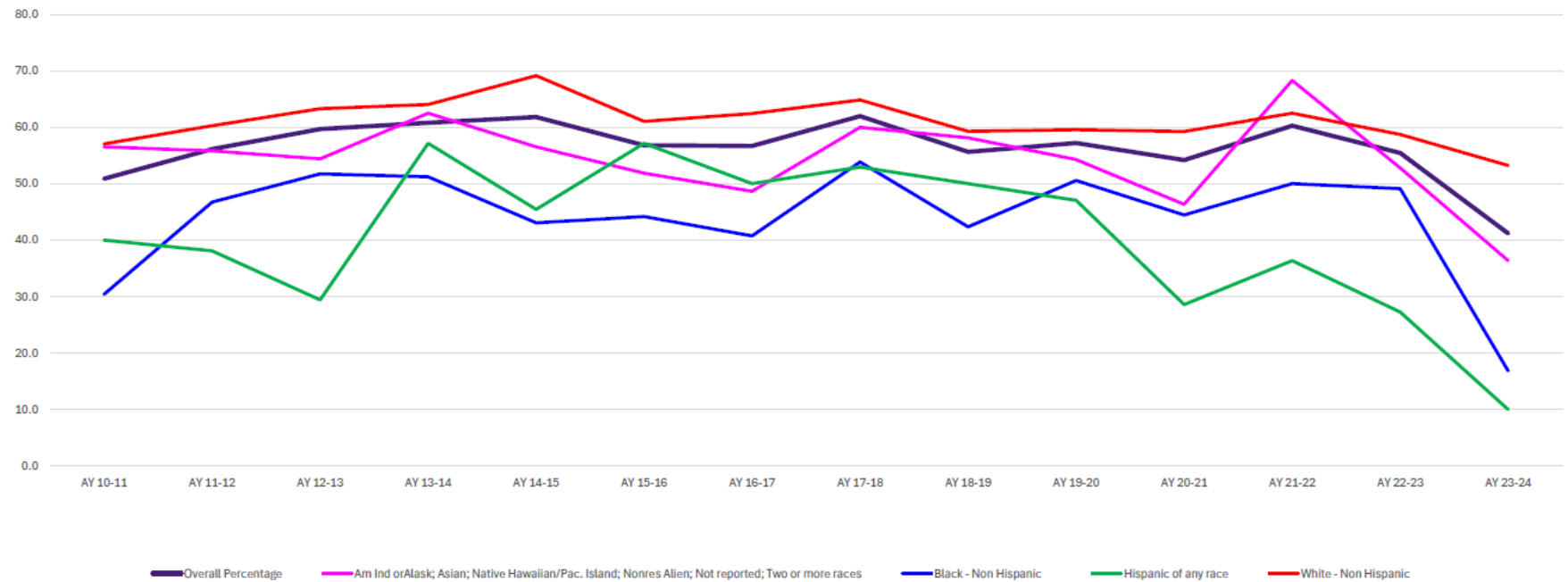
Frequency and Percentage of Enrollment in MATH 1020 & 1021/1021T by Ethnicity for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	5	0.5	10	0.9	9	0.8	2	0.4	3	0.5	4	0.7	4	0.6	0	0.0	2	0.3	2	0.4	1	0.2	5	1.1	0	0.0	2	0.2	49	0.5
Asian	6	0.6	4	0.4	8	0.7	5	0.9	4	0.7	4	0.7	6	1.0	0	0.0	5	0.9	5	1.0	2	0.4	8	1.7	13	2.6	15	1.9	85	0.9
Black - Non Hispanic	217	22.4	276	26.0	259	22.9	123	23.3	137	24.3	120	21.8	135	21.7	117	20.9	111	18.9	87	17.4	99	20.7	78	17.0	114	22.6	202	25.1	2075	22.3
Hispanic of any race	10	1.0	21	2.0	17	1.5	14	2.7	11	2.0	14	2.5	10	1.6	17	3.0	22	3.8	17	3.4	14	2.9	11	2.4	11	2.2	20	2.5	209	2.2
Native Hawaiian /Pacific Island	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	1	0.2	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.0
Nonresident Alien	3	0.3	4	0.4	3	0.3	0	0.0	1	0.2	3	0.5	0	0.0	4	0.7	8	1.4	6	1.2	1	0.2	3	0.7	1	0.2	2	0.2	39	0.4
Not Reported	17	1.8	16	1.5	13	1.1	9	1.7	3	0.5	6	1.1	16	2.6	9	1.6	7	1.2	10	2.0	15	3.1	15	3.3	5	1.0	20	2.5	161	1.7
Two or More Races	15	1.6	9	0.8	23	2.0	8	1.5	12	2.1	10	1.8	10	1.6	11	2.0	21	3.6	12	2.4	22	4.6	10	2.2	17	3.4	49	6.1	229	2.5
White - Non Hispanic	694	71.8	720	67.9	798	70.6	367	69.5	392	69.6	390	70.8	439	70.7	401	71.6	410	70.0	361	72.2	324	67.8	328	71.6	344	68.1	496	61.5	6464	69.4
Totals	967	100.0	1060	100.0	1131	100.0	528	100.0	563	100.0	551	100.0	621	100.0	560	100	586	100.0	500	100	478	100.0	458	100.0	505	100	806	100	9314	100
Overall Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	492		595		675		321		348		313		352		347		326		286		259		276		280		332		5202	
Total Number of Students	967		1060		1131		528		563		551		621		560		586		500		478		458		505		806		9314	
Overall Percentage	50.9		56.1		59.7		60.8		61.8		56.8		56.7		62.0		55.6		57.2		54.2		60.3		55.4		41.2		55.9	
Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Ethnicity Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	5	100.0	5	50.0	4	44.4	1	50.0	1	33.3	3	75.0	2	50.0	0	####	1	50.0	2	100.0	0	0.0	4	80.0	0	####	0	0.0	28	57.1
Asian	3	50.0	3	75.0	5	62.5	4	80.0	3	75.0	2	50.0	5	83.3	0	####	4	80.0	4	80.0	1	50.0	4	50.0	6	46.2	6	40.0	50	58.8
Black - Non Hispanic	66	30.4	129	46.7	134	51.7	63	51.2	59	43.1	53	44.2	55	40.7	63	53.8	47	42.3	44	50.6	44	44.4	39	50.0	56	49.1	34	16.8	886	42.7
Hispanic of any race	4	40.0	8	38.1	5	29.4	8	57.1	5	45.5	8	57.1	5	50.0	9	52.9	11	50.0	8	47.1	4	28.6	4	36.4	3	27.3	2	10.0	84	40.2
Native Hawaiian /Pacific Island	0	####	0	####	0	0.0	0	####	0	####	0	####	0	0.0	1	100.0	0	####	0	####	0	####	0	####	0	####	0	####	1	33.3
Nonresident Alien	1	33.3	3	75.0	2	66.7	0	####	0	0.0	3	100.0	0	####	3	75.0	5	62.5	3	50.0	1	100.0	3	100.0	0	0.0	2	100.0	26	66.7
Not Reported	12	70.6	7	43.8	10	76.9	5	55.6	3	100.0	2	33.3	6	37.5	5	55.6	3	42.9	5	50.0	7	46.7	9	60.0	2	40.0	9	45.0	85	52.8
Two or More Races	5	33.3	6	66.7	10	43.5	5	62.5	6	50.0	4	40.0	5	50.0	6	54.5	12	57.1	5	41.7	10	45.5	8	80.0	11	64.7	15	30.6	108	47.2
White - Non Hispanic	396	57.1	434	60.3	505	63.3	235	64.0	271	69.1	238	61.0	274	62.4	260	64.8	243	59.3	215	59.6	192	59.3	205	62.5	202	58.7	264	53.2	3934	60.9
Totals	492	50.9	595	56.1	675	59.7	321	60.8	348	61.8	313	56.81	352	56.7	347	62.0	326	55.6	286	57.2	259	54.2	276	60.3	280	55.45	332	41.19	5202	55.85

Table 16. MATH 1020 & MATH 1021/MATH 1021T (College Algebra) Summary

Overall Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Ethnicity for the Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	50.9	56.1	59.7	60.8	61.8	56.8	56.7	62.0	55.6	57.2	54.2	60.3	55.4	41.2	55.9
Am Ind or/Alask; Asian; Native Hawaiian/Pac. Island; Nonres Alien; Not reported; Two or more races	56.5	55.8	54.4	62.5	56.5	51.9	48.6	60.0	58.1	54.3	46.3	68.3	52.8	36.4	52.7
Black - Non Hispanic	30.4	46.7	51.7	51.2	43.1	44.2	40.7	53.8	42.3	50.6	44.4	50.0	49.1	16.8	42.7
Hispanic of any race	40.0	38.1	29.4	57.1	45.5	57.1	50.0	52.9	50.0	47.1	28.6	36.4	27.3	10.0	40.2
White - Non Hispanic	57.1	60.3	63.3	64.0	69.1	61.0	62.4	64.8	59.3	59.6	59.3	62.5	58.7	53.2	60.9

Success (A, B, C, P only) in MATH 1020 & MATH 1021/MATH 1021T by Ethnicity for AY (Su, Fa, Sp)



For the demographic data related to gender, both male and female students performed within the ± 5 percentage point variance with females succeeding at 38.2% (see the blue line and data on page 2 of [Table 17](#)). Male students succeeded at 45.7% (see the green line and data on page 2 of [Table 17](#)).

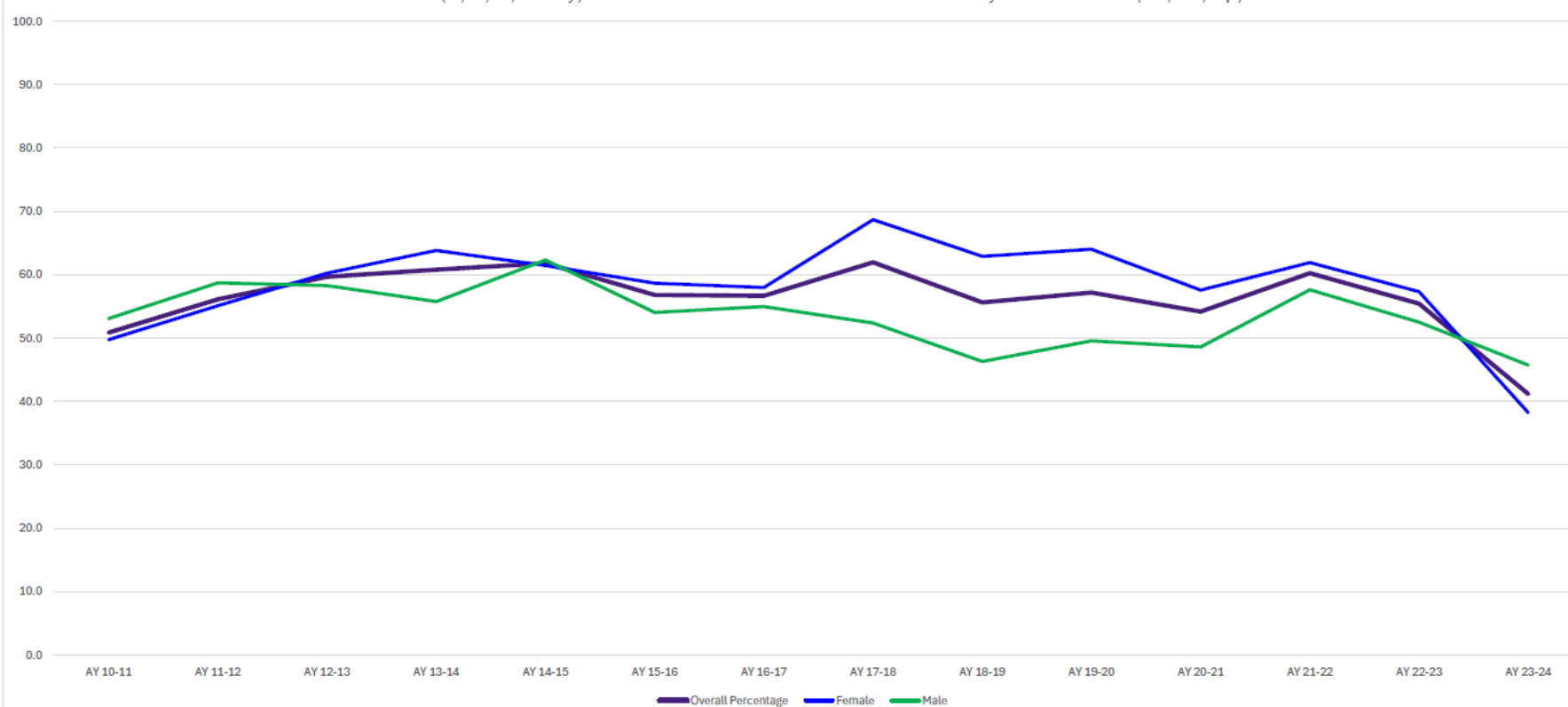
Table 17. MATH 1020 & MATH 1021/MATH 1021T (College Algebra) Summary																														
Frequency and Percentage of Enrollment in MATH 1020 & 1021/1021T by Gender for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	645	66.7	762	71.9	805	71.2	329	62.3	340	60.4	329	59.7	350	56.4	329	58.8	329	56.1	264	52.8	297	62.1	281	61.4	307	60.8	489	60.7	5856	62.9
Male	322	33.3	298	28.1	326	28.8	199	37.7	223	39.6	222	40.3	271	43.6	231	41.3	257	43.9	236	47.2	181	37.9	177	38.6	198	39.2	317	39.3	3458	37.1
Totals	967	100.0	1060	100.0	1131	100.0	528	100.0	563	100.0	551	100.0	621	100.0	560	100	586	100.0	500	100	478	100.0	458	100.0	505	100	806	100	9314	100
Overall Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	492		595		675		321		348		313		352		347		326		286		259		276		280		332		5202	
Total Number of Students	967		1060		1131		528		563		551		621		560		586		500		478		458		505		806		9314	
Overall Percentage	50.9		56.1		59.7		60.8		61.8		56.8		56.7		62.0		55.6		57.2		54.2		60.3		55.4		41.2		55.9	
Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Gender Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	321	49.8	420	55.1	485	60.2	210	63.8	209	61.5	193	58.7	203	58.0	226	68.7	207	62.9	169	64.0	171	57.6	174	61.9	176	57.3	187	38.2	3351	57.2
Male	171	53.1	175	58.7	190	58.3	111	55.8	139	62.3	120	54.1	149	55.0	121	52.4	119	46.3	117	49.6	88	48.6	102	57.6	104	52.5	145	45.7	1851	53.5
Totals	492	50.9	595	56.1	675	59.7	321	60.8	348	61.8	313	56.81	352	56.7	347	62.0	326	55.6	286	57.2	259	54.2	276	60.3	280	55.45	332	41.19	5202	55.85

Table 17. MATH 1020 & MATH 1021/MATH 1021T (College Algebra) Summary

Overall Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Gender for the Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	50.9	56.1	59.7	60.8	61.8	56.8	56.7	62.0	55.6	57.2	54.2	60.3	55.4	41.2	55.9
Female	49.8	55.1	60.2	63.8	61.5	58.7	58.0	68.7	62.9	64.0	57.6	61.9	57.3	38.2	57.2
Male	53.1	58.7	58.3	55.8	62.3	54.1	55.0	52.4	46.3	49.6	48.6	57.6	52.5	45.7	53.5

Success (A, B, C, P only) in MATH 1020 & MATH 1021/MATH 1021T by Gender for AY (Su, Fa, Sp)



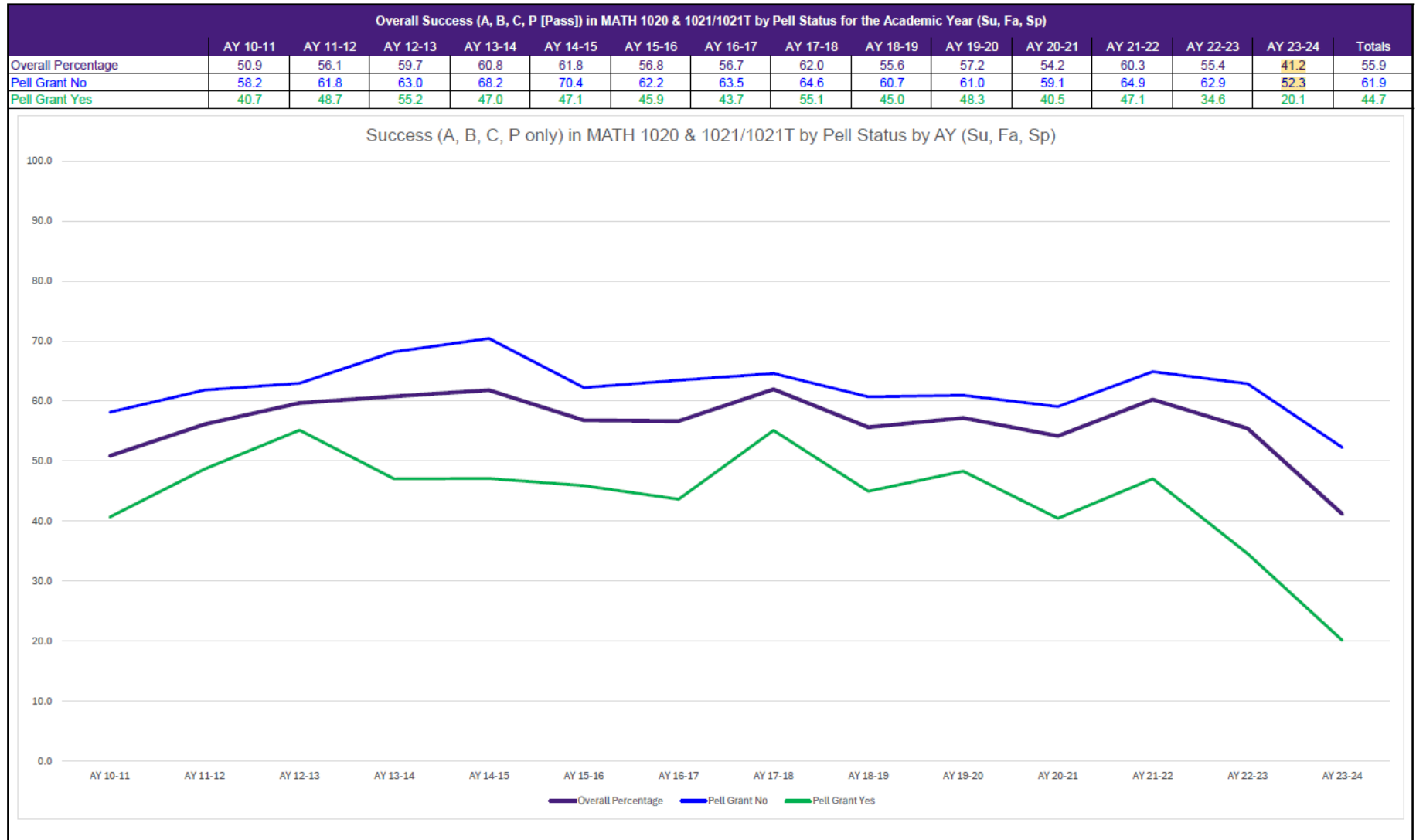
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Next, the success rate for students not receiving Pell grants was 52.3%; this being higher than the +5-percentage point variance (see the blue line and data on page 2 of [Table 18](#)). Students receiving a Pell Grant succeeded at a rate of 20.1%; this being below the 5-

percentage point variance (see the green line on page 2 of Table 18). In addition, examining the blue and green lines on page 2 of Table 18 further indicates the difference in the performance of the two groups is systemic when compared to the overall purple line over the period studied.

Table 18. MATH 1020 & 1021/1021T (College Algebra) Summary																														
Frequency and Percentage of Enrollment in MATH 1020 & 1021/1021T by Pell Status for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell Grant No	564	58.3	600	56.6	656	58.0	343	65.0	355	63.1	368	66.8	408	65.7	404	72.1	397	67.7	351	70.2	352	73.6	339	74.0	372	73.7	528	65.5	6037	64.8
Pell Grant Yes	403	41.7	460	43.4	475	42.0	185	35.0	208	36.9	183	33.2	213	34.3	156	27.9	189	32.3	149	29.8	126	26.4	119	26.0	133	26.3	278	34.5	3277	35.2
Totals	967	100.0	1060	100.0	1131	100.0	528	100.0	563	100.0	551	100.0	621	100.0	560	100	586	100.0	500	100	478	100.0	458	100.0	505	100	806	100	9314	100
Overall Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Pell Status by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	492		595		675		321		348		313		352		347		326		286		259		276		280		332		5202	
Total Number of Students	967		1060		1131		528		563		551		621		560		586		500		478		458		505		806		9314	
Overall Percentage	50.9		56.1		59.7		60.8		61.8		56.8		56.7		62.0		55.6		57.2		54.2		60.3		55.4		41.2		55.9	
Success (A, B, C, P [Pass]) in MATH 1020 & 1021/1021T by Pell Grant Status Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell Grant No	328	58.2	371	61.8	413	63.0	234	68.2	250	70.4	229	62.2	259	63.5	261	64.6	241	60.7	214	61.0	208	59.1	220	64.9	234	62.9	276	52.3	3738	61.9
Pell Grant Yes	164	40.7	224	48.7	262	55.2	87	47.0	98	47.1	84	45.9	93	43.7	86	55.1	85	45.0	72	48.3	51	40.5	56	47.1	46	34.6	56	20.1	1464	44.7
Totals	492	50.9	595	56.1	675	59.7	321	60.8	348	61.8	313	56.81	352	56.7	347	62.0	326	55.6	286	57.2	259	54.2	276	60.3	280	55.45	332	41.19	5202	55.85

Table 18. MATH 1020/1021 Success Rates by Pell Status.



Summary

2.1 Because the overall observed College Algebra success rate for fall 2023 and spring 2024 was 41.22% < the tentative historical benchmark of 57.8% and because the overall observed value for

2.2-0. SLOs was 69% < the tentative historical benchmark of 73%,

2.2-1 solving was 64% < the tentative historical benchmark of 70.9%,

2.2-2 evaluating and interpreting functions was 73% < the tentative historical benchmark of 76.6%, and

2.2-3 graphing functions was 73% < the tentative historical benchmark of 73.7%

This objective is not met.

Attached Files

[BOR-AA-2.18-Placement.pdf](#)

[Table-3-MATH1021.pdf](#)

[Table-4-MATH1015.pdf](#)

[Table-1-Overall-Math.pdf](#)

[Table-2-MATH1020.pdf](#)

[Table 11 IA MATH 1015.pdf](#)

[Table 12 IA MATH 1021.pdf](#)

[Table 14 MATH 1015 Gender.pdf](#)

[Table 15 MATH 1015 Pell Grant.pdf](#)

[Table 13 MATH 1015 Ethnicity.pdf](#)

[Table 17 MATH 10202121T Gender.pdf](#)

[Table 16 MATH 10202121T Ethnicity.pdf](#)

[Table 18 MATH 10202121T Pell.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Given the results, the following was suggested and acted upon

Because the credit bearing MATH 1021T course had a success rate of only 18.3% for fall 2023 (see highlighted in attachment 1), it was suggested that the same faculty member be used to teach both the credit bearing and the support course for spring 2024. This was accomplished with a success rate of 19.7%.

A meeting was held with Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, prior to the end of the spring 2024 semester. Dr. Denley provided the primary motivation for the elimination of developmental courses in favor of the implementation of co-requisite courses in gateway Mathematics and English courses. After listening to the issues LSU Eunice mathematics faculty were having, he suggested the following (see highlighted in attachment 2 below):

Offering co-requisite mathematics is a cultural shift and it is about messaging clearly explaining to the students why they are being placed in two mathematics courses and how it does increase their chance of completion and graduation. Advisors were trying to be clear beginning in fall 2023, but will change the message to try to increase understanding for fall 2024.

Dr. Denley also suggested giving students an opportunity to test out which LSU Eunice offered for fall 2023.

Do not schedule English and mathematics co-requisites in the first semester. Schedule English in the first semester and then mathematics in the second semester. This was implemented for fall 2024.

Dr. Denley suggested presenting the support work prior to the credit bearing work since the same faculty member was teaching both for MATH 1021T. He also suggested asking students what they are having difficulty with.

The mathematics benchmarks were previously tentatively set using a historical analysis from fall 2010, 2012, or 2013, depending on when the course was first offered, through spring 2023 (see Attachment 3). Because the corequisite is so different from developmental coursework, the coordinator will ask those involved if LSU Eunice should consider changing the tentative benchmarks to the year zero observed scores (see attachment 3 below).

As spring 2024 progressed the mathematics faculty completed some initiatives to help students (see the March meeting minutes Attachment 4 below):

Video tutorials were created for the TI 84 calculators and to help students in using the graphing tool in MyMathLab.

An update was planned for MATH 1021 and its support course.

Course coordinators were created in order to assist the department chair with updates.

There were changes made to the MyMathLab course shells, such as removing the "View an Example" option to encourage students to seek help from their instructors or tutors. Online pre-quizzes were changed to support exercises that will be homework-type assignments which allows for multiple attempts without penalty. Faculty will also work on creating new resources for the online support courses, which will be added in time for Fall 2024.

Math faculty have agreed on four exams for Math1015 and Math 1021 as well as shifted exam coverage so that less material is covered per exam. They've also agreed to cut some material out of Math 1015, and intend to continue self-supporting all Math 1021 sections going forward. (See Attachment 5 May Minutes)

Furthermore, the mathematics faculty met and discussed the most missed problems on the Math1015 and Math1021 final exams and decided on the following conclusions/actions:

Math 1015 Final Exam: Starting Fall 2024, problems 23, 42, and 43 will be removed as they're related to material cut from the course. Problem 8 answer choices will be rephrased as it's believed they were confusing students. Problem 31 will be slightly rephrased as it's believed the wording of the problem itself confused students. Problems 28 and 44 will be changed as faculty believe the difficulty level was more advanced than the course.

Math 1021 Final Exam: Faculty plan to encourage more students to complete the final exam review as its very similar to the final. The final exam review will be reformatted as a Word document as the program previously used to compile it uses inefficient formatting which makes the review take up more pages and therefore discourages students because of its length. Problem 32 answer choices will be changed to clear confusion.

Attached Files

[Attachment 1 LSUE Info for Dr Denley.pdf](#)

[Attachment 2 Denleys Visit Summary.pdf](#)

[Attachment 3 QEP Benchmarking.pdf](#)

[Attachment 4 March2024_Minutes.pdf](#)

[Attachment5 May2024_Minutes.pdf](#)

RELATED ITEM LEVEL 1

23-24 QEP Competency in Mathematics - MATH 1029 Introduction to Contemporary Mathematics

Objective Number: 2.21a

Start: 11/1/2023

End: 10/31/2024

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 AY2023_2024.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),
- Face-to-face or online high school dual enrollment < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 Benchmarking 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 2022-2023, this objective did not exist.

For AY 2023-2024, the mathematics department created two versions of the MATH 1029 (Introduction to Contemporary Mathematics) course - both essentially the same. The first course, MATH 1029, was meant for students testing directly into the course and the second course, MATH 1029T, included a three-credit hour support course that was meant for students who would have been placed in developmental mathematics in the past. Only one section of MATH 1029T was offered as a face-to-face course at the LSU Eunice site with 11 students in fall 2023. Sections were offered in spring 2024, but were cancelled due to low enrollment.

Indirect Assessment using Final Grades (Objective 2.1) For the fall 2023 course offered, one student (9.1%) out of 11 successfully completed the course with an A, B, C, or P (see Table 1 below). No MATH 1029 courses were offered at any Off-Campus Instructional Sites or online.

Direct Assessment using Student Learning Outcomes (Objective 2.2) Table 1 below presents the result for the two students taking the final exam. Essentially, one student did well on the exam and the other scored into the 30s. The Remark software then averages the scores taking into account the number of questions for each SLO yielded an overall of 59% with a 60% in probability and statistics; a 71% for solving problems and applying basic graph theory; and a 50% for solving financial problems.

Table 1. SLO results for MATH 1029 (Contemporary Mathematics) only AY 2023-2024 as a Percentage.						
SLO Description	Overall	College Ready			With Support	
		LSUE FF	Online 16-Wk	Dual Enr < 50%	Online 16-Wk	LSUE FF
2.2-4: Overall	59					59
2.2-5: Solve probability and statistics problems,	60	none	none	none	none	60
2.2-6: Solve problems & applications involving basic graph theory	71					71
2.2-7: Solve applications dealing with financial problems	50					50
Total number of students tested	2					2
Total number of sections	1					1

Item Analysis An item analysis was run on the data even though there was an $n = 2$ (see below). The thought was that the mathematics department may wish to take a look at the questions that both students missed; these being 5, 41, 49, and 50 on the 50 item multiple choice final to determine if there are issues with the questions.

Summary

Using the results presented and given

- the observed success rate of 9.1% is below any benchmark that might have been considered and
- the overall observed score on the SLOs = 59% < the tentative 70% set with the QEP

the results of this outcome are inconclusive with an $n = 2$.

Attached Files

[Table 1 MATH 1029 Success Rates AY 23-24.pdf](#)

[Test Item Stats MATH 1029 Final Exam Fa 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

A meeting was held with Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation, prior to the end of the spring 2024 semester. He was provided with some information on the success rates from fall 2023 (see attachment 1 below). Dr. Denley provided the primary motivation for the elimination of developmental courses in favor of the implementation of co-requisite courses in gateway mathematics and English courses. After listening the issues LSU Eunice mathematics faculty were having, he suggested the following (see highlighted in attachment 2 below):

Offering co-requisite mathematics is a cultural shift and it is about messaging clearly explaining to the students why they are being placed in two mathematics courses and how it does increase their chance of completion and graduation. Advisors were trying to be clear beginning in fall 2023, but will change the message to try to increase understanding for fall 2024.

Dr. Denley also suggested giving students an opportunity to test out which LSU Eunice offered for fall 2023.

Do not schedule English and mathematics co-requisites in the first semester. Schedule English in the first semester and then mathematics in the second semester. This was implemented for fall 2024.

Offer the support course first and do not offer the support course and for credit mathematics course back-to-back. This was implemented for spring 2025 because students were being registered for fall 2024 at the time of his visit.

Also, beginning Fall 2024 course coordinators were created in order to assist the department chair with updates.

Attached Files

[Attachment 1 Info for Dr Denley MATH 1029.pdf](#)

[Attachment 2 Denleys Visit Summary MATH 1029.pdf](#)

[Attachment 3 March2024_Minutes.pdf](#)

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics for Elementary School Teachers (MATH 1018)

Objective Number: 2.22 Mathematics

Start: 11/1/2023

End: 10/31/2024

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 1018 (Mathematics for Elementary School Teachers) will be used to assess this outcome.

The syllabus (see highlighted sections of the PDF below on page 2) for MATH 1018 contains the following student learning outcomes (SLOs). The student, upon successful completion of this course will:

- A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).
- B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods.
- C. Apply basic operations to solve real world applications.

Attached Files

[MATH 1018 SYLLABUS AY2023_2024.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

This objective will be directly assessed from a standardized multiple-choice assessment containing student learning outcomes for all students who take the MATH 1018 (Mathematics for Elementary School Teachers) final exam **at all sites and all delivery methods**.

For 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.

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 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were two face-to-face sections offered at the LSU Eunice face-to-face site (one in fall 2023 and one in spring 2024) with a total of 17 student enrolled. Sixteen (94.1%) out of 17 of the students were assessed for student learning using SLO questions on the final exam with the data shown in Table 1.

Table 1. SLO results for MATH 1018 AY 2023-2024 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	70	70
A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).	85	85
B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods.	57	57
C. Apply basic operations to solve real world applications.	66	66
Total number of sections	16	16
Total number of students tested	2	2

Data suggests that students did well with outcome A and had some issues with Outcome C; however, students essentially failed on the material for outcome B (the lowest D is a 60%). The longitudinal data shown in Table 2 suggests that the results fell from past semesters and were below the mean for the overall and every outcome. It should also be noted that there were only 16 students in the two sections so caution is urged on making any generalizations.

Table 2. MATH 1018 Longitudinal Data by Academic Year as a Percentage.					
SLO Description	20-21	21-22	22-23	23-24	Mean
Overall	76	78		70	74.7
A. Use traditional and visual representations to express rational numbers (whole numbers, integers, decimals, and fractions).	84	88	no data	85	85.7
B. Use properties of real numbers and interpretations of operations to perform basic addition, subtraction, multiplication, and division using standard and non-standard methods.	71	71		57	66.2
C. Apply basic operations to solve real world applications.	73	76		66	71.6
Total number of students tested	34	29		16	26.3

An item analysis was run on all SLO questions and those having less than a 60% chance of being answered correctly were identified so faculty may review them to determine possible issues (see Item Analysis file below). They are by learning outcome below:

- SLO 1: questions 13, 21, 26, 44, 45
- SLO 2: questions 20, 36, 37, 38, 47
- SLO 3: questions 17, 24, 25, 39, 40, 41, 42, 43, 46, 48, 49

Given that the observed overall score = 70% = the established benchmark of 70%, this outcome is met with the understanding that improvement are needed on outcomes 2 and 3.

Attached Files

[Item Analysis MATH 1018 AY 23-24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

This course is going away due to changes in curriculum at UL Lafayette, which we have a 2+2 program with. It has been combined with Math 1019 into a new course starting Summer 2024 called Math 1249.

Attached Files

[MATH 1018 Fa 23.pdf](#)

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics - Statistics (MATH 1425)

Objective Number: 2.23 Mathematics**Start: 11/1/2023****End: 10/31/2024****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.

Attached Files

[MATH 1425 SYLLABUS AY2023_2024.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),
- 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 because it is the lowest average grade that will transfer to other institutions of higher education.

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

For AY 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were a total of 464 students registered for the course during the fall and spring semesters with 374 (80.6%) of them being assessed for student learning on the final exam (see Table 1). The sites and methodologies shown in Table 1 represent the totality of the sections offered; no sections were offered at the LSU Alexandria site.

Table 1. MATH 1425 SLO Results AY 2023-2024 as a Percentage.					
MATH 1425 SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	75	76	72	68	84
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	82	83	80	79	88
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	68	70	67	59	80
C. Calculate probabilities	72	74	69	65	82
Total number of students tested	374	223	83	49	19
Total number of sections for AY	14	7	3	2	2
Total registered on census day of fall and spring semesters	464	262	112	70	20

Table 1 presents the data for all sections offered indicating that students scored a 75% overall with an 82% on descriptive techniques, a 68% on normal and t distributions, and a 72% on probabilities. The full semester online sections performed in the upper 60s for the normal and t distributions and probabilities. The same can be said for the eight week online for probabilities; however the eight week online students had difficulty with the normal and t distributions.

The longitudinal data presented in Table 2 indicates that AY 2023-2024 students performed slightly higher than did the AY 2021-2022 group and slightly higher than the simple means for the period shown except for outcome B. The performance for outcome B at 68% was at the simple mean of 68.2% Note that no data is available for AY 2022-2023 as preparations were being made for the 10th year SACSCOC reaffirmation.

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	Mean
Overall	73	70	74	73	70	70	72	76	72	75	72.5
A. Organize and summarize data using descriptive techniques that are both mathematical and pictorial	76	72	78	76	76	77	79	82	79	82	77.7
B. Use the normal and t distributions to construct and interpret confidence interval estimates of population parameters	72	68	67	70	64	67	67	72	67	68	68.2
C. Calculate probabilities	--	--	--	--	--	66	66	70	69	72	68.5
Total number of students tested	314	289	283	288	335	284	351	309	288	374	311.5

Given the performance of the students in that the overall observed value of 73% > the established benchmark, this objective was met.

Section 4: Improvement Plan/ Changes Made:

Even though this outcome was met, the online faculty believe they can be improved by updating the online shell with new videos and more examples and resources, especially ones which provide assistance in using the calculator as calculator emulator software is now more available for faculty to use in videos. The improvement plan centers on the issues given the online results.

Attached Files

[Math1425 8-week Online Fa 23.pdf](#)

[Math1425 16-week Online FA 23.pdf](#)

[Math1425 16-wk Online SP 24.pdf](#)

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics - Plane Trigonometry (MATH 1022)

Objective Number: 2.24 Mathematics

Start: 11/1/2023

End: 10/31/2024

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 highlighted on page 2).

Attached Files

[MATH 1022 SYLLABUS AY2023_2024.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,
- 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.

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 2021-2022, this objective was met. For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were a total of 117 students registered for MATH 1022 over the fall 2023 and spring 2024 semester with 96 (82.1%) of them being assessed using SLOs on the final exam (see Table 1). Note that no sections were offered at any other Off-Campus Instructional Sites so the other columns were removed from Table 1.

Online 16-week scored the highest at 79% overall with LSU Eunice face-to-face students next at 72%, and then high school dual enrollment at 70% overall. The one area that fell just short of the 70% was solving trigonometric equations and applications for the high school dual enrollment students; however, students at other sites scored higher than the 70%.

Table 1. MATH 1022 SLO Results AY 2023-2024 by Site as a Percentage				
MATH 1022 SLO Description	Overall	LSUE FF	Online 16-Wk	Dual Enr < 50%
Overall	74	72	79	70
A. Evaluate trig functions & manipulate graphs	74	73	76	71
B. Solve trig equations and applications	75	71	81	68
Total number of students tested	96	33	41	22
Total number of sections for AY	5	2	2	1
Total number enrolled according to census data	117	45	50	22

The longitudinal data indicates that the results for AY 2023-2024 dropped slightly from AY 2021-2022 (see Table 2). In addition, the results for the overall and outcome A were slightly less than the longitudinal mean while the result for outcome B was slightly above the longitudinal mean. Regardless, the individual outcomes and the overall scores exceeded the benchmark.

Table 2. MATH 1022 SLO Longitudinal Results as a Percentage											
MATH 1022 SLO Description	SP 14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	23-24	Mean
Overall	77	75	75	76	75	78	80	76	75	74	76.1
A. Evaluate trig functions and manipulate their graphs	78	79	78	76	78	79	85	76	74	74	77.7
B. Solve trig equations and applications	76	69	71	76	71	77	75	76	76	75	74.2
Total number of students tested	33	134	125	144	160	113	130	99	133	96	116.7

Given that the observed score of 74% > the established benchmark of 70%, this outcome was met.

Section 4: Improvement Plan/ Changes Made:

The Math faculty recommend monitoring because all results outcomes were in the mid-70s.

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics - Precalculus (MATH 1023)**Objective Number: 2.25 Mathematics****Start: 11/1/2023****End: 10/31/2024****Progress: Delayed****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.

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 2022-2023, this objective was delayed because sections were cancelled due to low enrollment.

For AY 2023-2024, this objective was delayed because sections were cancelled due to low enrollment.

Section 4: Improvement Plan/ Changes Made:

Need to discuss removal of this objective if the sections are cancelled in AY 2024-2025.

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics - Calculus with Business and Economic Applications (MATH 1431)**Objective Number: 2.26 Mathematics****Start: 11/1/2023****End: 10/31/2024****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 1023 SYLLABUS AY2023_2024.pdf](#)

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 1431 (Calculus with Business and Economic Applications) 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),
- 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 2022-2023, this outcome was not met. The improvement plan was delayed due to Accreditation.

For AY 2023-2024, there were a total of 60 students registered for the course as of the census days of the fall 2023 and spring 2024 semesters with 47 (78.3%) of them being assessed for SLOs on the final exam (see Table 1). Students in the two course sections offered at the LSU Eunice face-to-face site only scored a 63% overall; a 65% on outcome A; a 69% for outcome B, and a 53% for outcome C. Given that MATH 1431 is not an easy course, the results suggest that work needs to be done to improve student outcomes with none of them achieving the benchmark of 70%.

Table 1. SLO Results for MATH 1431 AY 2023-2024 by Site as a Percentage		
MATH 1431 SLO Description	Overall	LSUE FF
Overall	63	63
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	65	65
B. Apply various techniques of differentiation and integration on elementary, exponential, logarithmic and rational functions.	69	69
C. Solve applied business optimization problems.	53	53
Total number of students tested	47	47
Total number of sections	2	2
Total number of students enrolled as of the census days	60	60

The longitudinal results shown in Table 2 indicates that the overall score along with the scores on each outcome. The data suggests that the overall and outcome A scores are relatively constant for the overall except beginning AY 2022-2023 when they began to decrease and AY 2018-2019 and the current year for outcome A. The scores for outcome B fluctuated in the 70s and 80s until the current year dropping to 69%. The scores for outcome C seem to go up for a period of time and then back down hoping that the 53% currently is the very bottom and scores rebound next academic year. Table 2 also indicates that the current academic year's performance is below the longitudinal mean for the time period examined.

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	Mean
Overall	73	78	73	73	77	79	73	71	68	63	72.8
A. Evaluate and simplify limits and apply the intuitive concept of continuity.	77	77	84	77	68	75	77	77	71	65	74.8
B. Apply differentiation and integration on elementary, exponential, logarithmic and rational functions.	71	81	84	74	81	80	76	78	72	69	76.6
C. Solve applied business optimization problems.	74	65	55	67	81	70	68	59	60	53	65.2
Total number of students tested	36	30	40	35	42	34	33	45	47	47	37

Given that the observed overall score of 63% < the established benchmark of 70%, this outcome is not met.

Section 4: Improvement Plan/ Changes Made:

The faculty will focus on covering *more examples* of application problems instead of trying to cover many different *types* of application problems, and try to make the application examples relevant to the fields of business and computer science (which are the most common majors that take the course). Faculty will also try to spend more time on covering the optimization process and introduce options for using the graphing calculator to reinforce calculator concepts taught in Math 1015 (the main prerequisite course) as the majority of application problems involve optimization.

RELATED ITEM LEVEL 1

23-24 Competency in Mathematics - Analytic Geometry and Calculus I (MATH 1550)

Objective Number: 2.27 Calculus I

Start: 11/1/2023

End: 10/31/2024

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)

Attached Files

[MATH 1550 Syllabus AY 2021-2022.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The objectives will be directly assessed from a standardized multiple-choice/free response assessment containing student learning outcomes for all students who take the MATH 1550 (Analytic Geometry and Calculus I) final exam at **all sites and all delivery methods**. For 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.

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 2022-2023, this objective was met.

For AY 2023-2024, a total of 32 students were enrolled with 27 (84.4%) of the students being assessed for student learning on the final exam (see Table 1). The overall results were 69% with differentiation at 73% and integration at 65%. LSU Eunice face-to-face students scored a 68 overall with a 70 on differentiation and a 66 on integration while one face-to-face high school dual enrollment section scored 70% overall, 80% on differentiation, and 63% on integration. The results in Table 1 suggest that issues with integration for both locations resulted in lower overall scores.

Table 1. SLO Results for MATH 1550 AY 2023-2024 by Site as a Percentage			
MATH 1550 SLO Description	Overall	LSUE FF	Dual Enr < 50%
Overall	69	68	70
A. Use the rules of differentiation to find, interpret and apply the derivative of a function.	73	70	80
B. Use basic integration techniques to find, interpret and apply the integral of a function.	65	66	63
Total number of students tested	27	14	13
Total number of sections	2	1	1
Total number of students enrolled as of the census days	32	19	13

The longitudinal data for the four years shows that integration seems to be more difficult for students in every year except AY 2021-2022. In addition, the results for the current year are below those of AY 2022-2023 and below the means for the period examined.

Table 2. Longitudinal Results for MATH 1550 as a Percent.					
MATH 1550 SLO Description	20-21	21-22	22-23	23-24	Mean
Overall	73	78	71	69	72.8
A. Use the rules of differentiation to find, interpret and apply the derivative of a function.	75	77	76	73	75.3
B. Use basic integration techniques to find, interpret and apply the integral of a function.	67	79	67	65	69.5
Total number of students tested	21	32	20	27	25

Given that the observed value of 69% < the established benchmark of 70%, this objective is not met.

Section 4: Improvement Plan/ Changes Made:

Faculty are considering changing student learning outcomes to include limits and continuity.

23-24 General Education Math after Developmental Education Math (MATH 1015/1020/1021 after MATH 0015/0021)

Objective Number: 2.28 Mathematics - DE to GE

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental Education (DE) students will successfully complete (earn credit in) their first general education (GE) course (MATH 1015/1020/1021) at rates that approximate national averages after the successful completion of DE mathematics (MATH 0002/0015/0021).

MATH 1015 is Applied College Algebra mostly meant for two-year terminal degrees. MATH 1020 is a five credit hour version of MATH 1021 that has a two-hour developmental component. MATH 1021 is College Algebra meant for four-year transfer degrees and STEM fields. MATH 0015 (Introductory Algebra) and MATH 0021 (Intermediate Algebra) replaced MATH 0002 (Introductory Algebra) effective fall 2017.

Section 2: Assessment/Evaluation/Measures/Strategies:

The indirect assessment of student learning is calculated by generating the success rate in the first GE mathematics course (MATH 1015/1020/1021) (D or higher) after completing the DE mathematics course (MATH 0002/0015/0021) (C or better) using a report provided by Institutional Research. The report tabulates various metrics tracking students from MATH 0001 through college-level mathematics **regardless whether a student took the course face-to-face at (LSUE or offsite) or online**. The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering in a given year and then reports whether or not they have earned any college level credits in the subject in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2016-2017 will be examined during this assessment cycle.

Benchmarks established by the NCES: For students completing all developmental education mathematics courses (C or higher in MATH 0002/0015/0021):

- 71.1% enrolled in college level math courses
- 61.7% earned college level math credits.

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch>.

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

For AY 2022-2023, this objective was met. See Improvement Plan in AY 22-23.

For AY 2023-2024, this objective examines the new first-time students entering into DE English starting AY 2018-2019 to determine if they earned credit in the first GE English course by the end of spring 2024. For AY 2018-2019, there were a total of 587 new first-time students entering LSU Eunice and taking either MATH 0001 or MATH 0015/0021 (DE mathematics) (see Table 1). Two hundred fifty three (43.1%) of them successfully completed the DE courses. Of the 253 completing, 213 (84.2%) enrolled in GE College Algebra (MATH 1015/1020/1021) with 170 (67.2%) completing it.

Table 1. Indirect Assessment: Completion of the First GE Math Course (MATH 1015/1021) with a D or Higher for Students Completing DE Math (MATH 0002/0015/0021) with a C or Higher.						
AY	Enrolled DE Math	Completed DE Math with a C or Higher	Enrolled GE Math	Completed GE Math with a D or Higher	Percent Enrolled in GE Math	Percent Earning Credit in GE Math
1213	337	244	230	191	94.3	78.3
1314	404	310	263	219	84.8	70.6
1415	449	323	287	239	88.9	74.0
1516	436	374	343	308	91.7	82.4
1617	631	310	246	198	79.4	63.9
1718	569	290	239	197	82.4	67.9
1819	587	253	213	170	84.2	67.2

Given that the observed value for students

- enrolling in GE mathematics = 84.2% > the NCES benchmark of 71.1% and
- successfully completing GE mathematics with an A, B, C, or D = 67.2% > the NCES benchmark of 61.7%

this objective is met.

Section 4: Improvement Plan/ Changes Made:

Effective fall 2023, the Louisiana Board of Regents mandated the elimination of standalone developmental education courses such as MATH 0015 and MATH 0021 in favor of co-requisite instruction (see BOR Policy below). The corequisite instruction mandates that students who are not college ready be placed into GE College Algebra and placed into a support course specifically tailored to the GE College Algebra (MATH 1015/1020/1021) courses. The purpose of the support course is for faculty to focus on just-in-time tutoring presenting specific topics students have difficulty with within GE College Algebra courses. The same is true of MATH 1029 (Introduction to Contemporary Mathematics).

A copy of the complete Quality Enhancement Plan (QEP) dealing with corequisite mathematics and English Composition is contained below.

Longitudinal data from AY 2010-2011 through AY 2021-2022 indicates that the success rate in GE College Algebra after taking standalone DE mathematics was 29.15% (n = 6,965 entering DE mathematics).

For year 0 of the corequisite project during AY 2023-2024 the success rate for students who would have been placed into DE mathematics was 25.4% (n = 915) if just MATH 1015T, MATH 1021T, and MATH 1029T are considered. The success rate increases to 26.2% (n = 982) if regular students enrolled in MATH 1020 are added because it has a built in DE portion (see Table 2 and Table 3). Note that in adding MATH 1020 a total of 49 regular students were added with 49 (28.5%) successfully completing MATH 1020 with an A, B, C, or P. The regular students were not part of the high school dual enrollment students taking the course.

Regardless, both observed scores, the 25.4% and the 26.2% obtained in year 0 of the implementation are < the longitudinal average of 29.2% noted above.

Director of IE's Note: A decision is going to be made on whether to keep this objective or not given that standalone developmental education courses no longer exist. Basically, the traditional methodology is now being mixed with corequisite methodology while the NCES article was based on the traditional methodology.

Attached Files

[8-20-23-Completed-LSUE-QEP.pdf](#)

[Table 2 College Algebra success rates AY 23-24.pdf](#)

[BOR-AA-2.18-Placement \(1\).pdf](#)

[Table 3 MATH 1029 Success Rates AY 23-24.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Critical Thinking

Objective Number: 2.29

Start: 11/1/2023

End: 10/31/2024

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 2023-2024 (with an N > 15,000 students across the US).

All sites will be assessed as the exam is online and does not require proctoring. For AY 2023-2024, LSU Eunice had sites at the following locations:

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

In addition, students taking the exam in less than 15 minutes will be removed from the overall numbers. The supposition is that the students taking the assessment in less than 15 minutes did not take the exam seriously and will skew the results to the left.

The benchmark for AY 2021-2022 = 47.82, given the national statistic from Peregrine.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, a total of 223 (47.0%) of the 474 graduates took the Peregrine General Education Assessment with 36 (16.1%) of the 223 taking less than 15 minutes and being removed from the data leaving 187 students (see Table 1). The LSUE face-to-face site scored a 50.3% while the online students scored a 50.0% (note the small n) and students at the Ochsner Lafayette General Hospital majoring in nursing and surgical technology earned a 62.9%. All students scored above the national average of 47.8%.

Table 1. AY 2023-2024 Peregrine General Education Assessment Results by Site (Percentage Correct).

Topic	Overall	LSUE FF	LSUA FF	Online 16 or 8-Wk	LSU Lab	OLG Hospital	Nat'l
Logic/Critical Thinking	51.9	50.3	--	50.0		62.9	47.8
Number of students tested	187	155		8		24	

Longitudinally, students from AY 2023-2024 tied the highest score from AY 2021-2022 and exceeded the simple mean for the time period studied (see Table 2).

Table 2. AALT Peregrine General Education Assessment Percentage Correct.

Description	Sp 19	19-20	20-21	21-22	22-23	23-24	Mean
Logic/Critical Thinking	40.0	46.7	46.8	51.9	49.8	51.9	47.9
Number of students tested	68	142	115	150	218	187	146.7
Number of students graduating	200	315	291	333	421	474	339.0

Given that the observed score of 51.9% > the national score of 47.8%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

The Director of IE recommends monitoring given that the score has increased over the past two academic years and that the objective has been met for the past two years.

Interim Dean of Arts and Science agrees to monitoring Critical Thinking progress.

General Education 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 Competency in Biology I

Objective Number: 2.31 Biological Science

Start: 11/1/2023

End: 10/31/2024

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.

Attached Files

[BIOL 1001 SYLLABUS AY 2023-2024.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

Achieving the Dream Course Success Data Demographics **Director of IE's note:** This data is not yet benchmarked. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ± 5 percentage points of the overall success rate of 61.6% based on the proportion registered. Based on the 61.6% success rate, the expected variance is between 56.6% and 66.6% (see the BIOL 1001 ATD Data PDF file attached in section 3). In AY 2023-2024, BIOL 1001 was one of the top ten courses with the highest enrollment.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there were 973 students enrolled in 21 different fall 2023 and spring 2024 sections of BIOL 1001 on the census days as shown in Table 1. In all, 770 (79.1%) of the 973 students were assessed for student learning with high school dual enrollment students scoring the highest at 89%. This was followed by LSUE face-to-face students scoring 76%, then by 8-week online at 75% and finally 16-week online at 60%. The 16-week online students obviously need some assistance given the poor scores on their SLOs.

Table 1. BIOL1001 SLO Results by Site AY 2023-2024 as a Percentage.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	76	76	60	75	89
A. Terms in the context of a scientific statement	77	78	62	77	87
B. Evaluate biological concepts	73	71	58	67	90
C. Biological knowledge to common knowledge	77	78	60	80	89
Total number of students tested	770	313	182	57	218
Total number of sections	21	8	7	2	4
Total number students enrolled	973	425	232	72	244

Next, Table 2 details the longitudinal data since AY 2018-2019. As Table 2 indicates, with the exception of the Covid years, the data has increased to AY 2023-2024; the scores being nearly identical to AY 2022-2023. In addition, the overall scores from AY 2023-2024 exceed the simple means for the time period shown.

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	Mean
Overall	72	73	69	64	75	76	71.5
A. Terms in the context of a scientific statement	69	74	71	65	79	77	72.5
B. Evaluate biological concepts	74	69	64	61	73	73	69.0
C. Biological knowledge to common knowledge	73	75	72	66	73	77	72.7
Total number of students tested	604	460	648	590	607	770	613

Achieving the Dream Success Rates Disaggregated by Demographic Data For AY 2023-2024, including summer 2023, fall 2023, and spring 2024 (note this is a different n from the above data), there were 1,043 students registered for BIOL 1001 with 642 (61.6%) of them successfully completing the course with an A, B, C, or P (pass). Breaking out the success data by ethnicity indicated that all student groups either exceeded the +5 percentage point variance, fell below the -5 percentage point variance, or had low ns in their student groups (see BIOL 1001 ATD Data below).

The BIOL 1001 ATD.pdf file below also contains data on gender and whether the student received a Pell grant used for socioeconomic status. Female students scored within the ± 5 percentage variance while males exceeded the +5 percentage point variance. In addition, students without a Pell grant had similar results; those without a Pell grant scored higher than the +5 percentage point variance at 70.7% while those with a Pell grant scored below the -5 percentage point variance at 46.7%.

Because of the low 16-week online SLO scores above, grades were also broken out by site in order to determine the success rate for each site. In order to compare to Table 1 above, the success rates were calculated using fall 2023 and spring 2024 only. They were as follows:

- overall for fall 2023 and spring 2024 = 61.3%,
- high School dual enrollment: = 83.2%,
- LSUE face-to-face students = 57.2%,
- 8-week online = 65.3%, and
- 16-week online = 44.2%.

Given the success rate of 44.2% - 17 percentage points below the overall at 61.3% - for 8-week online, it seems logical that students would score a 60% for SLOs - 16 percentage points below the SLO overall of 76%.

Summary

Given that the observed SLO score of 76% > the established benchmark of 70%, this outcome is met.

Attached Files

[BIOL 1001 ATD Data.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe they can increase student learning by (see SLO reports below):

Fall 2023

LSUE face-to-face: Provide a situational or stair-step application to the scientific process along with classroom participation activities

8-week online: create a discussion forum to define the cell structure and its function

16-week online: incorporate additional practice questions into assignments with focus on vocabulary; post pre-recorded lectures

High school dual enrollment: give students a more extensive review

Spring 2024

LSUE face-to-face: encourage class participation.

16-week online: add practice questions and prerecorded lectures on course material and test-taking strategies

Attached Files

[Fall 2023 LSUE face-to-face.pdf](#)

[Fall 2023 HS Dual Enrollment.pdf](#)

[Fall 2023 16-week online.pdf](#)

[Fall 2023 8-week online.pdf](#)

[Spring 2024 16-week Online.pdf](#)

[Spring 2024 LSUE face-to-face.pdf](#)

23-24 Competency in Biology II

Objective Number: 2.32 Biological Science

Start: 11/1/2023

End: 10/31/2024

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 2023-2024.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

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

For AY 2022-2023, this objective was not met and action was delayed due to Accreditation.

For AY 2023-2024, there were 340 students enrolled in ten sections of BIOL 1002 for fall 2023 and spring 2024 (see Table 1). In all, 315 (92.7%) of the 340 students were assessed for student learning with high school dual enrollment students scoring the highest at 93% followed by LSUE face-to-face sections scoring 82%. For the two groups of online courses, the 16-week (full semester) students scored a 79% and the 8-week scored a 65%. As Table 2 shows, students performed well with an 85% overall, an 87% for outcome 1, an 85% for outcome 2, and a 84% for outcome 3.

Table 1. BIOL1002 SLO Results by Site AY 2023-2024 as a Percentage.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	85	82	79	65	93
1. Classification of living organisms	87	75	78	61	97
2. Life cycle of microorganisms	85	82	78	65	92
3. Characteristics of the major taxa of organisms	84	88	79	67	89
Total number of students tested	315	26	70	40	179
Total number of sections	10	2	3	2	3
Total number students enrolled on census days	340	33	77	52	178

Next, Table 2 details the results for student learning outcomes since AY 2018-2019. While there were some dips in performance during the Covid years, the results improved through AY 2023-2024. In fact, the results for AY 2023-2024 were the highest student learning outcome scores during the period studied.

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	Mean
Overall	73	80	68	63	69	85	73.0
1. Classification of living organisms	81	82	70	66	71	87	76.2
2. Life cycle of microorganisms	68	87	71	59	66	85	72.7
3. Characteristics of the major taxa of organisms	70	71	65	64	70	84	70.7
Total number of students tested	31	107	169	163	174	315	160

Given the observed score of 85% > the established benchmark of 70%, this objective is met. Faculty are congratulated for their good work.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, faculty believe student learning can be improved by:

Fall 2023

LSUE face-to-face: Spend additional time or create a Panopto providing examples of classification schemes.

16-week online: add more photos and videos of anatomy and its function

Spring 2024

High school dual enrollment: Giving students assignments that require research, reading, and analytical skills.

8-week online: Give additional quizzes in preparation for a test.

Attached Files

[fall 2023 LSUE face-to-face.pdf](#)

[Fall 2023 16-week online.pdf](#)

[Spring 2024 High school Dual Enrollment.pdf](#)

[Spring 2024 8-week online.pdf](#)

RELATED ITEM LEVEL 1

23-24 Competency in Physical Science

Objective Number: 2.33 Physical Science**Start: 11/1/2023****End: 10/31/2024****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.

Note: Physical Science II was removed from this outcome because the n's were close to the 30 needed to normalize the data.

Attached Files

[PHSC 1001 Syllabus AY 2023-2024.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, LSU Eunice had sites at the following locations:

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

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, There were a total of 22 students registered on census days of the fall 2023 and spring 2024 semesters (see Table 1). Nineteen (86.4%) of the 22 students were assessed for learning at the LSUE site; the only offering of the course for the academic year. The face-to-face students scored a 75% overall with an 81% on outcome A, a 64% on outcome B, and a 79% on outcome C.

Table 1. PHSC 1001 SLO Results by Site AY 2023-2024 as a Percentage.		
SLO Description	Overall	LSUE FF
Overall	75	75
A. Identify Newton's three laws of motion.	81	81
B. Apply the laws of thermodynamics.	64	64
C. Classify stellar evolutionary stages.	79	79
Total number of students tested	19	19
Total number of sections	2	2
Total number students enrolled	22	22

Table 2 depicts the longitudinal data from AY 2018-2019 indicating that the 75% overall achieved AY 2023-2024 is the highest score on SLOs to date. Given that, the scores from AY 2023-2024 surpassed the simple means for the time period. This includes SLO B.

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	Mean
Overall	55	71	53	67	72	75	65.5
A. Identify Newton's three laws of motion.	63	78	55	71	76	81	70.7
B. Apply the laws of thermodynamics.	43	62	42	63	66	64	56.7
C. Classify stellar evolutionary stages.	58	73	63	67	74	79	69.0
Total number of students tested	65	74	34	55	36	19	47

Given that the observed overall score of 75% > the stated benchmark, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, faculty believe that student learning can be improved by (see PDF files below):

Fall 2023 LSUE face-to-face: Outcome B: give students additional problems or base discussion on individual assignments.

Spring 2024 LSUE face-to-face: More extensive reviews will help students with all outcomes.

Attached Files

[Fall 2023 face-to-face.pdf](#)

[Spring 2024 face-to-face.pdf](#)

RELATED ITEM LEVEL 1

23-24 Competence in Chemistry I

Objective Number: 2.34 Chemistry

Start: 11/1/2023

End: 10/31/2024

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 2023-2024.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 AY the current academic year, LSU Eunice had sites at the following locations:

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

The benchmark established for student competency is 70%, which is the lowest C for transfer purposes.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were 121 students enrolled in two face-to-face and two 16-week online sections based on the census days for fall 2023 and spring 2024. However, in fall 2023, the online faculty member did not turn in an SLO report as required and was subsequently terminated (see chemistry issue email PDF below). As a result, data was collected on the three remaining sections as shown in Table 1. Removing the 33 students in the one online section that was not assessed yields a total of 88 students registered with 69 (78.4%) being assessed for learning (see Table 1). The data in Table 1 indicates that the online students scored slightly higher at 62% than the face-to-face students at 58% yielding a weighted overall of 59%. Students did not meet the benchmark for the overall or any of the individual outcomes.

Table 1. CHEM 1001 SLO Results by Site AY 2023-2024 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	59	58	62
A. Trends in the periodic table.	49	48	51
B. Write & balance chemical reactions.	65	64	68
C. Compute the gas laws.	63	62	67
Total number of students tested	69	54	15
Total number of sections	3	2	1
Total number students enrolled	88	62	26

The longitudinal data presented in Table 2 shows that scores have greatly varied over the period studied and that the AY 2023-2024 scores are similar to the scores from AY 2017-2018. The AY 2023-2024 scores exceeded the simple mean for outcome C only.

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	Mean
Overall	59	65	70	65	71	61	59	64.2
A. Trends in the periodic table.	51	79	72	65	73	63	49	64.6
B. Write & balance chemical reactions.	69	72	63	70	69	60	65	66.9
C. Compute the gas laws.	58	45	75	61	69	60	63	61.6
Total number of students assessed	29	71	71	69	64	17	69	56

Given that the observed score of 59% < the established benchmark of 70%, this outcome is not met.

Attached Files

[Chemistry issue fall 2023.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Faculty noted the following in their improvement plans:

Fall 2023 face-to-face: create a more extensive review may increase the scores for all outcomes

Spring 2024 face-to-face: create a more extensive review may increase the scores for all outcomes

Director of IE's note: Because the outcome was not met, faculty were advised to be more specific about what an "extensive review" means for each outcome and to provide documentation.

Attached Files

[Fall 2023 face-to-face.pdf](#)

[Spring 2024 16-week online.pdf](#)

General Education 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 GE-History

Objective Number: 2.41 History

Start: 11/1/2023

End: 10/31/2024

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

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

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.

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

For AY 2022-2023, this objective was met.

For AY 2023-2024, there were 1,180 students enrolled in the various history courses during fall 2023 and spring 2024 with 1,044 (88.5%) of the being assessed for learning based on the methods above (see Table 1). The overall results in Table 1 indicate that students did quite well achieving scores $> 79\%$ for the overalls with high school dual enrollment scoring the highest with an 88%, then online 16-week at 87%, online 8-week at 83% and finally LSU Eunice face-to-face at 79%. Students scored lower; however, their overall score was a 79% with an 78 on outcomes one and two and an 81% on outcome 3. Note that no sections were offered at any other Off-Campus Instructional Site so those columns were removed from Table 1.

Table 1. HIST 1001/1003/2055/2057/2071 SLO Results by Site for AY 2023-2024 as Percentages					
History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	85	79	87	83	88
1. Events, theories, and issues	87	78	88	85	92
2. Figures and movements	88	78	91	86	91
3. analyze historical discourse	81	81	81	80	81
Total Number of Students Assessed:	1044	174	306	152	412
Total Number of Sections:	38	10	10	6	12
Total Number Enrolled as of Census Days	1180	220	351	180	429

The longitudinal results shown in Table 2 indicate that the results for AY 2023-2024 are comparable with AY 2022-2023. Table two also indicates that the results for AY 2023-2024 are \geq the longitudinal means except for outcome three where it is just below it.

Table 2. HIST 1001/1003/2055/2057/2071 Longitudinal SLO Results as Percentages

History SLO Description	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	80	82	85	83	86	88	88	86	86	86	85	85	85.0
1.Events, theories, and issues	81	83	84	85	83	88	86	88	89	90	88	87	86.0
2. Figures and movements	79	83	85	83	87	90	86	89	88	89	90	88	86.4
3. analyze historical discourse	80	79	86	80	87	89	90	84	79	80	79	81	82.8
Total Number of Students:	195	421	498	628	838	891	838	914	909	942	961	1044	757

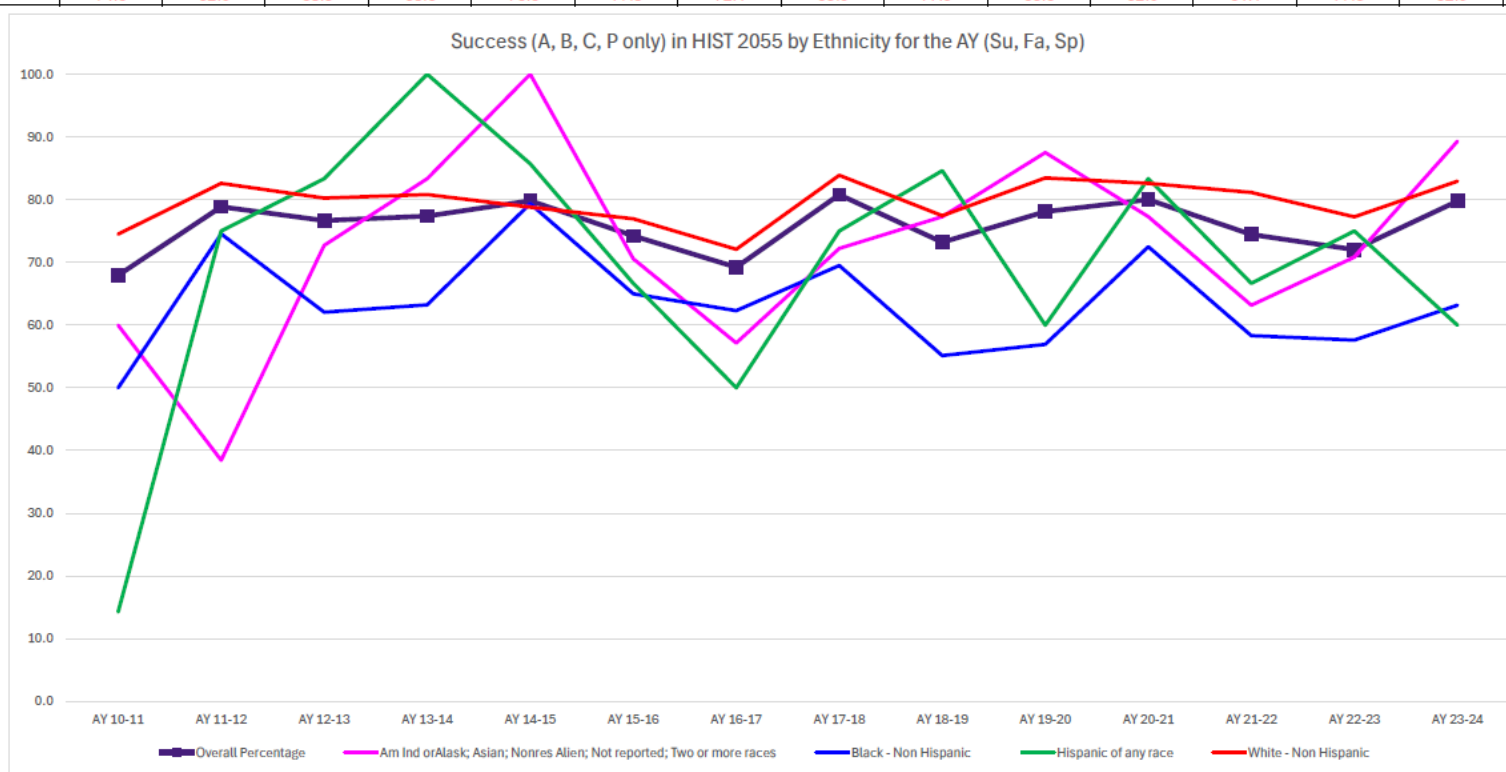
Achieving the Dream (ATD) Demographic Indirect Measures ATD demographic data was examined for HIST 2055 because it had one of the highest course enrollments when the project began in 2021. Table 3 (attached below) indicates that of 336 enrolled for AY 2023-2024, 268 (79.8%) successfully completed the course with an A, B, C, or P yielding the $\pm 5\%$ variance range of 74.8% to 84.8%. The thick purple line on page 2 of Table 3 shows that the HIST 2055 success rate has fluctuated over time, generally being in the mid-70s. The current 79.8% success rate for AY 2023-2024 is greater than the longitudinal overall of 76.0%. Examining the data by ethnicity shows that the American Indian, Non-resident combined demographic in pink performed at 89.3%; this exceeding the expected variance. Next, Black (non-Hispanic) students in the blue performed at 63.2%; this being better than ten percentage points below the expected variance of 74.8%. In addition, Hispanic of any race shown in the green performed far below the expected variance at 60.0% while White (non-Hispanic) students performed with the set variance at 82.9%.

Table 3. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Frequency and Percentage of Enrollment in HIST 2055 by Ethnicity for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	0	0.0	0	0.0	4	1.3	0	0.0	4	1.2	3	0.9	1	0.3	0	0.0	2	0.5	2	0.5	3	0.8	3	1.0	1	0.3	4	1.2	27	0.6
Asian	1	0.4	0	0.0	1	0.3	1	0.3	2	0.6	3	0.9	0	0.0	0	0.0	2	0.5	1	0.3	2	0.6	0	0.0	2	0.5	4	1.2	19	0.4
Black - Non Hispanic	50	19.1	55	19.7	58	18.5	68	22.3	63	19.0	60	18.4	69	21.2	59	16.7	78	20.1	65	17.4	80	22.5	72	23.3	92	24.3	57	17.0	926	20.0
Hispanic of any race	7	2.7	4	1.4	6	1.9	7	2.3	7	2.1	6	1.8	2	0.6	4	1.1	13	3.4	15	4.0	6	1.7	6	1.9	8	2.1	5	1.5	96	2.1
Native Hawaiian /Pacific Island	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nonresident Alien	0	0.0	0	0.0	1	0.3	0	0.0	1	0.3	1	0.3	3	0.9	1	0.3	1	0.3	4	1.1	1	0.3	2	0.6	1	0.3	0	0.0	16	0.3
Not Reported	1	0.4	5	1.8	1	0.3	2	0.7	1	0.3	3	0.9	3	0.9	5	1.4	7	1.8	7	1.9	6	1.7	8	2.6	9	2.4	8	2.4	66	1.4
Two or More Races	3	1.1	8	2.9	4	1.3	3	1.0	4	1.2	7	2.1	7	2.2	12	3.4	10	2.6	2	0.5	10	2.8	6	1.9	11	2.9	12	3.6	99	2.1
White - Non Hispanic	200	76.3	207	74.2	238	76.0	224	73.4	250	75.3	243	74.5	240	73.8	273	77.1	275	70.9	278	74.3	247	69.6	212	68.6	255	67.3	246	73.2	3388	73.1
Totals	262	100.0	279	100.0	313	100.0	305	100.0	332	100.0	326	100.0	325	100.0	354	100	388	100.0	374	100	355	100.0	309	100.0	379	100	336	100	4637	100
Overall Success (A, B, C, P [Pass]) in HIST 2055 by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	178		220		240		236		265		242		225		286		284		292		284		230		273		268		3523	
Total Number of Students	262		279		313		305		332		326		325		354		388		374		355		309		379		336		4637	
Overall Percentage	67.9		78.9		76.7		77.4		79.8		74.2		69.2		80.8		73.2		78.1		80.0		74.4		72.0		79.8		76.0	
Success (A, B, C, P [Pass]) in HIST 2055 by Ethnicity based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	0	--	0	--	4	100.0	0	--	4	100.0	3	100.0	1	100.0	0	--	1	50.0	2	100.0	2	66.7	2	66.7	0	0.0	4	100.0	23	85.2
Asian	1	100.0	0	--	1	100.0	1	100.0	2	100.0	3	100.0	0	--	0	--	0	0.0	1	100.0	2	100.0	0	--	2	100.0	4	100.0	17	89.5
Black - Non Hispanic	25	50.0	41	74.5	36	62.1	43	63.2	50	79.4	39	65.0	43	62.3	41	69.5	43	55.1	37	56.9	58	72.5	42	58.3	53	57.6	36	63.2	587	63.4
Hispanic of any race	1	14.3	3	75.0	5	83.3	7	100.0	6	85.7	4	66.7	1	50.0	3	75.0	11	84.6	9	60.0	5	83.3	4	66.7	6	75.0	3	60.0	68	70.8
Native Hawaiian /Pacific Island	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
Nonresident Alien	0	--	0	--	0	0.0	0	--	1	100.0	1	100.0	1	33.3	1	100.0	1	100.0	4	100.0	1	100.0	1	50.0	1	100.0	0	--	12	75.0
Not Reported	0	0.0	3	60.0	1	100.0	2	100.0	1	100.0	2	66.7	2	66.7	5	100.0	6	85.7	5	71.4	5	83.3	5	62.5	6	66.7	7	87.5	50	75.8
Two or More Races	2	66.7	2	25.0	2	50.0	2	66.7	4	100.0	3	42.9	4	57.1	7	58.3	9	90.0	2	100.0	7	70.0	4	66.7	8	72.7	10	83.3	66	66.7
White - Non Hispanic	149	74.5	171	82.6	191	80.3	181	80.8	197	78.8	187	77.0	173	72.1	229	83.9	213	77.5	232	83.5	204	82.6	172	81.1	197	77.3	204	82.9	2700	79.7
Totals	178	67.9	220	78.9	240	76.7	236	77.4	265	79.8	242	74.23	225	69.2	286	80.8	284	73.2	292	78.1	284	80.0	230	74.4	273	72.03	268	79.76	3523	75.98

Table 3. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in HIST 2055 by Ethnicity for the Academic Year (Su, Fa, Sp)															
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	67.9	78.9	76.7	77.4	79.8	74.2	69.2	80.8	73.2	78.1	80.0	74.4	72.0	79.8	76.0
Am Ind or Alaska; Asian; Nonres Alien; Not reported; Two or more races	60.0	38.5	72.7	83.3	100.0	70.6	57.1	72.2	77.3	87.5	77.3	63.2	70.8	89.3	74.0
Black - Non Hispanic	50.0	74.5	62.1	63.2	79.4	65.0	62.3	69.5	55.1	56.9	72.5	58.3	57.6	63.2	63.4
Hispanic of any race	14.3	75.0	83.3	100.0	85.7	66.7	50.0	75.0	84.6	60.0	83.3	66.7	75.0	60.0	70.8
White - Non Hispanic	74.5	82.6	80.3	80.8	78.8	77.0	72.1	83.9	77.5	83.5	82.6	81.1	77.3	82.9	79.7



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/7/2025 at 8:08 AM.

Next, Table 4 presents the data by gender showing the same longitudinal trends in purple. It also shows that both genders performed within the established variance with females succeeding at 77.9% (see blue data) and males succeeding at 83.6% (see green data).

Table 4. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Frequency and Percentage of Enrollment in HIST 2055 by Gender for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	167	63.7	165	59.1	203	64.9	211	69.2	214	64.5	200	61.3	202	62.2	231	65.3	257	66.2	241	64.4	249	70.1	221	71.5	260	68.6	226	67.3	3047	65.7
Male	95	36.3	114	40.9	110	35.1	94	30.8	118	35.5	126	38.7	123	37.8	123	34.7	131	33.8	133	35.6	106	29.9	88	28.5	119	31.4	110	32.7	1590	34.3
Totals	262	100.0	279	100.0	313	100.0	305	100.0	332	100.0	326	100.0	325	100.0	354	100	388	100.0	374	100	355	100.0	309	100.0	379	100	336	100	4637	100

Overall Success (A, B, C, P [Pass]) in HIST 2055 by Gender by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	178		220		240		236		265		242		226		286		284		292		284		230		273		268		3524	
Total Number of Students	262		279		313		305		332		326		325		354		388		374		355		309		379		336		4637	
Overall Percentage	67.9		78.9		76.7		77.4		79.8		74.2		69.5		80.8		73.2		78.1		80.0		74.4		72.0		79.8		76.0	

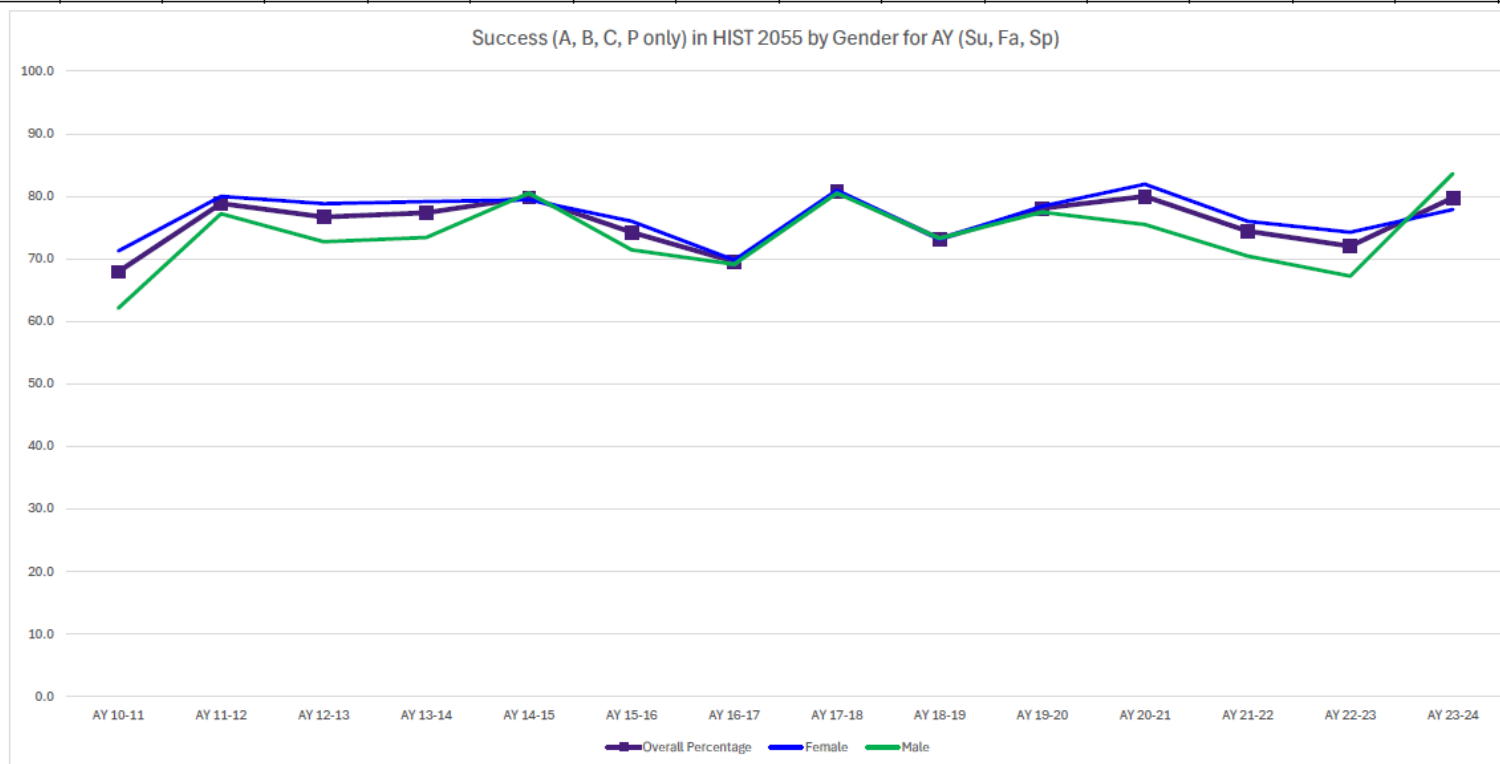
Success (A, B, C, P [Pass]) in HIST 2055 by Gender based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	119	71.3	132	80.0	160	78.8	167	79.1	170	79.4	152	76.0	141	69.8	187	81.0	188	73.2	189	78.4	204	81.9	168	76.0	193	74.2	176	77.9	2346	77.0
Male	59	62.1	88	77.2	80	72.7	69	73.4	95	80.5	90	71.4	85	69.1	99	80.5	96	73.3	103	77.4	80	75.5	62	70.5	80	67.2	92	83.6	1178	74.1
Totals	178	67.9	220	78.9	240	76.7	236	77.4	265	79.8	242	74.23	226	69.5	286	80.8	284	73.2	292	78.1	284	80.0	230	74.4	273	72.03	268	79.76	3524	76

Table 4. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in HIST 2055 by Gender by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	67.9	78.9	76.7	77.4	79.8	74.2	69.5	80.8	73.2	78.1	80.0	74.4	72.0	79.8	76.0
Female	71.3	80.0	78.8	79.1	79.4	76.0	69.8	81.0	73.2	78.4	81.9	76.0	74.2	77.9	77.0
Male	62.1	77.2	72.7	73.4	80.5	71.4	69.1	80.5	73.3	77.4	75.5	70.5	67.2	83.6	74.1



Finally, Table 5 presents the success rates in HIST 2055 by whether a student was a Pell Grant recipient or not. Students not receiving the Pell Grant succeeded at 82.7% while students receiving the Pell Grant succeeded at 73.3%. The performance of students not receiving the Pell Grant was within the expected variance will those receiving a Pell Grant were just below the expected variance of 74.8%.

Table 5. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Frequency and Percentage of Enrollment in HIST 2055 by Pell Status for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	149	56.9	168	60.2	190	60.7	164	53.8	188	56.6	194	59.5	184	56.6	216	61.0	204	52.6	219	58.6	200	56.3	194	62.8	208	54.9	231	68.8	2709	58.4
Pell = Y	113	43.1	111	39.8	123	39.3	141	46.2	144	43.4	132	40.5	141	43.4	138	39.0	184	47.4	155	41.4	155	43.7	115	37.2	171	45.1	105	31.3	1928	41.6
Totals	262	100.0	279	100.0	313	100.0	305	100.0	332	100.0	326	100.0	325	100.0	354	100	388	100.0	374	100	355	100.0	309	100.0	379	100	336	100	4637	100

Overall Success (A, B, C, P [Pass]) in HIST 2055 by Pell Status by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	178		220		240		236		265		242		226		286		284		292		284		230		273		268		3524	
Total Number of Students	262		279		313		305		332		326		325		354		388		374		355		309		379		336		4637	
Overall Percentage	67.9		78.9		76.7		77.4		79.8		74.2		69.5		80.8		73.2		78.1		80.0		74.4		72.0		79.8		76.0	

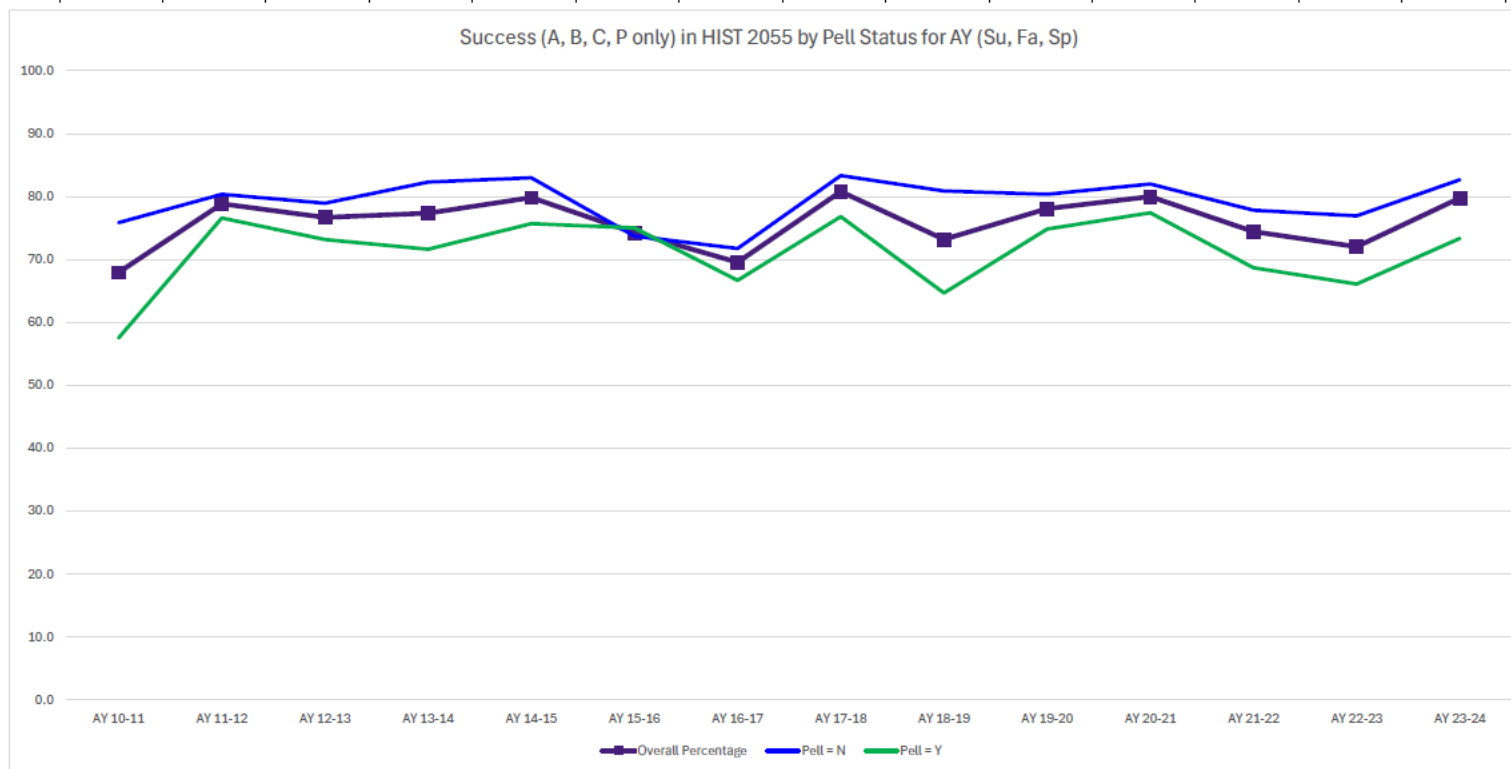
Success (A, B, C, P [Pass]) in HIST 2055 by Pell Status based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	113	75.8	135	80.4	150	78.9	135	82.3	156	83.0	143	73.7	132	71.7	180	83.3	165	80.9	176	80.4	164	82.0	151	77.8	160	76.9	191	82.7	2151	79.4
Pell = Y	65	57.5	85	76.6	90	73.2	101	71.6	109	75.7	99	75.0	94	66.7	106	76.8	119	64.7	116	74.8	120	77.4	79	68.7	113	66.1	77	73.3	1373	71.2
Totals	178	67.9	220	78.9	240	76.7	236	77.4	265	79.8	242	74.23	226	69.5	286	80.8	284	73.2	292	78.1	284	80.0	230	74.4	273	72.03	268	79.76	3524	76

Table 5. HIST 2055 (The United States to 1865) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in HIST 2055 by Pell Status by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	67.9	78.9	76.7	77.4	79.8	74.2	69.5	80.8	73.2	78.1	80.0	74.4	72.0	79.8	76.0
Pell = N	75.8	80.4	78.9	82.3	83.0	73.7	71.7	83.3	80.9	80.4	82.0	77.8	76.9	82.7	79.4
Pell = Y	57.5	76.6	73.2	71.6	75.7	75.0	66.7	76.8	64.7	74.8	77.4	68.7	66.1	73.3	71.2



Summary

Given that the observed score of 85% > the established benchmark, this objective is met.

Attached Files

[Table 4 HIST 2055 by Gender.pdf](#)

[Table 5 HIST 2055 By Pell.pdf](#)

[Table 3 HIST 2055 by Ethnicity.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though students did quite well, faculty believe they can improve student learning by (see SLO report files below):

- Fall 2023 HIST 1001 full semester online: include a formative assessment and include a study group.
- Fall 2023 HIST 1003 face-to-face at LSU Eunice: create a more in-depth review before the final exam.
- Spring 2024 HIST 2055 8-week Online: constant emails reminding students in a fast moving course.
- Spring 2024 HIST 2057 high school dual enrollment online: create and use more structured response questions and create a graded review.
- Spring 2024 HIST 2071 full semester online: create a graded exam review to improve critical thinking.

Attached Files

[HIST 1001 16-wk Online FA 23.pdf](#)

[HIST 1003 Face-to-Face FA23.pdf](#)

[HIST 2055 8-wk online SP 24.pdf](#)

[HIST 2057 dual enr online SP 24.pdf](#)

[HIST 2071 16-wk Online SP 24.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Speech Communication

Objective Number: 2.42 Communication

Start: 11/1/2023

End: 10/31/2024

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:

- A. Research for speeches and write a sentence outline with a bibliography.
- B. Deliver speeches orally.
- C. Effectively participate in group problem-solving activities.

Please see the syllabus PDF file below.

Attached Files

[CMST 1061 Departmental 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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Updated assessment methods:

These outcomes will be assessed using methods:

- Outcome 1: Assessed using the calculated grade on the informative outline assignment
- Outcome 2: Assessed using the means of the informative, persuasive, and/or motivational speeches
- Outcome 3: Assessed using the group project

Prior assessment methods:

Faculty will calculate the results for outcomes on:

grade on the informative or persuasive outline for Outcome A. The data from the Informative, Persuasive, or Motivational speeches (varies by instructor) will be combined as one mean for B. Outcome C will be assessed on the group project or a small group quiz. Rubrics will be used to grade the informative and persuasive speeches and the group project.

Rational: These two are essentially the same - updated from last year. The language was changed to match the syllabus.

The benchmark for the outcomes is set at 70%, the minimum 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 2022-2023, this objective was met.

For AY 2023-2024, there were 346 students that took CMST 1061 during fall 2023 and spring 2024 with 289 (83.5%) being assessed (see Table 1). Online 16-week sessions scored the highest at 90% with LSU Eunice face-to-face following at 84%, and then 8-week online at 83%. Note that one online 16-week section had no SLO data reported and the faculty member no longer works for the institution. In addition, CMST 1061 was only offered as shown in Table 1. No sections were offered at any other Off-Campus Instructional Site.

Table 1. CMST 1061 SLO Results by Site AY 2023-2024 as Percentages				
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	85	84	90	83
A. Research	83	79	89	84
B. Deliver speeches orally	83	82	90	80
C. Group problem solving	89	92	92	85
Total number of students tested	289	106	60	123
Total number of sections in AY	13	6	3	4
Total number of students enrolled	346	111	105	130

Next, the longitudinal data presented in Table 2 indicates that the scores slipped somewhat from AY 2022-2023 except for outcome C which remained the same. Given that the overall and outcomes A and C approximated the longitudinal average for the time period.

Table 2. CMST 1061 SLO Longitudinal Data as Percentages.

SLO Description	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	--	83	85	87	87	85	86	86	87	88	85	85.9
A. Research	78	82	80	79	84	83	84	83	88	88	83	82.9
B. Deliver speeches orally	91	82	89	84	83	85	85	85	84	88	83	85.4
C. Group problem solving	96	87	88	98	93	88	90	91	89	89	89	90.7
Total number of students tested	280	254	303	210	190	427	389	301	294	330	289	297

Summary

Given that the observed overall score of 85% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcomes were met, faculty believe they can increase learning by (see SLO report pdf files below):

- Fall 2023 LSU Eunice face-to-face: Have speakers use sources to support claims and encouraging more interaction within the group.
- Spring 2024 16-week online: Divide the speech and outline into two parts and provide more time for review and Require a draft speech (video) with fewer points and provide more feedback.
- Spring 2024 8-week online: Education students on academic research and using original content and Engage outside sources with student examples.

Attached Files

[Fa 23 CMST 1061 face-to-face.pdf](#)

[Sp 24 CMST 1061 8-wk online.pdf](#)

[Sp 24 CMST 1061 16-wk Online.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Humanities - ENGL 2071/2072

Objective Number: 2.43 American Literature

Start: 11/1/2023

End: 10/31/2024

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 Departmental Syllabus .pdf](#)

[ENGL 2071 Departmental Syllabus.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 2022-2023, this outcome was met.

For AY 2023-2024, ENGL 2072 only was offered to a total of 68 students in two sections offered in the eight-week online format. Sixty-six (97.1%) of the 68 students were assessed for learning using the methods described above (see Table 1). In all, the students scored well on the course's SLOs with an 89% overall, 81% identifying significant writers/works, and a 97% for understanding societal and historical changes.

Table 1. AY 2023-2024 ENGL 2071 and ENGL 2072 SLOs by Site in Percentages

Description	Overall	Online 8-Wk
Overall	89	89
1. Identify significant writers and their work	81	81
2. Understand the society and historical change on individual works	97	97
Total number of students tested	66	66
Total number of sections	2	2
Total number enrolled on census days	68	68

Table 2 presents the longitudinal data since the courses were first offered in fall 2017. The results for AY 2023-2024 are similar to the results from AY 2022-2023. The overall score for AY 2023-2024 was above the longitudinal mean while the score for outcome one was slightly below the mean and the score for outcome two was 3.9 percentage points above the mean.

Table 2. Longitudinal SLO Data for ENGL 2071 and ENGL 2072 as a Percentage

Description	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	87	91	88	86	90	89	89	88.6
1. Identify significant writers and their work	84	91	84	85	84	78	81	83.9
2. Understand the society and historical change on individual works	90	92	89	91	94	99	97	93.1
Total number of students tested	96	104	80	91	87	58	66	83

Given that the observed overall score of 89% > the established benchmark of 70%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, the faculty member teaching both sections felt that learning could be improved slightly by creating a series of small practice tests to assist with the midterm and final exam's format and move the Analytical Essay to an earlier point in the semester to allow for more instructor feedback before final revision.

The Interim Dean of Arts and Sciences agrees.

Attached Files

[Sp 24 ENGL 2072 8-wk online.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Foreign Language (French)

Objective Number: 2.44 French

Start: 11/1/2023

End: 10/31/2024

Progress: Delayed

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

Outcomes from FREN 1001 and FREN 1002 will be assessed using the following:

New method:

1. Written chapter exams.
2. Weekly written quizzes.
3. In-class oral and written work.
4. A semester project.
5. A final exam.
6. Online work.

Old method:

1. written quizzes, tests, and the final exam.
2. oral exam.
3. daily assessment and a presentation project.

Rationale: To allow faculty more flexibility

The benchmark is 70%. This is a historic metric and the lowest C (or average grade) for transfer purposes.

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

For AY 2022-2023, this outcome was met according to the SLO Reports.

For AY 2023-2024, **French was not offered**.

Section 4: Improvement Plan/ Changes Made:

n/a

General Education 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: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 GE-Psychology

Objective Number: 2.51 Psychology

Start: 11/1/2023

End: 10/31/2024

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), Developmental Psychology of the Life Span (PSYC 2070), and/or Educational Psychology (PSYC 2060). 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 Educational Psychology PSYC 2060 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspectives in educational psychology.
2. how various psychological factors impact the educational process.

3. critical concepts in educational psychology.

The SLOs for Developmental Psychology of the Life Span PSYC 2070 are as follows. Upon the conclusion of this course, students will demonstrate knowledge of:

1. major theoretical perspective in developmental psychology.
2. critical concepts in developmental psychology.
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology.

Attached Files

[PSYC 2000 Departmental Syllabus.pdf](#)

[PSYC 2070 Departmental Syllabus.pdf](#)

[PSYC 2060 Departmental Syllabus .pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The PSYC 2000 (Introduction to Psychology), PSYC 2060 (Educational Psychology), and PSYC 2070 (Developmental Psychology of the Life Span) are selected as the primary assessment tools since they are the vast majority of the Psychology courses offered during any academic year.

All students in the course sections will be directly assessed through internally developed SLO questions embedded throughout specific topic exams based on the objectives of the course as developed by the faculty members (**i.e. no sampling**).

For each course, the outcomes will be assessed using one or more of the following methods:

- comprehensive final exam (selected questions)
- selected questions on tests administered throughout the semester
- written assignment(s)

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

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

Note that some faculty members use paper and pencil exams while the others use electronic exams that randomly generate the SLO questions allowing students two attempts at the assessment.

The established benchmark is 70% which is the lowest acceptable grade to transfer the course(s) to a four-year institution.

Achieving the Dream Course Success Data Demographics **Director of IE's note:** This data is not yet benchmarked. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ± 5 percentage points of the proportion registered as being typical variability. For AY 2023-2024, both PSYC 2000 and PSYC 2070 were in the top ten most enrolled courses.

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

For AY 2022-2023, this objective was met.

PSYC 2000 (Introduction to Psychology) For AY 2023-2024, there were 527 students enrolled on the census days for fall 2023 and spring 2024 in 17 sections with 504 (95.6%) of them being assessed for student learning. Students scored an 87% overall with an 88% on outcome 1, 85% on outcome 2, and an 82% on outcome 3. High school dual enrollment students scored the highest at 91%, then LSUE face-to-face students at 88% followed by 8-week online at 84% despite the 59% on outcome 3. This was followed by 16-week online at 81% (see Table 1).

In terms of the overall, students achieved a score of 87%; none of the individual outcomes were below 80% except for the 8-week online. This was caused by one faculty member not reporting data on outcome 3.

Table 1. PSYC 2000 SLO Results by Site AY 2023-2024 as a Percentage.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	87	88	81	84	91
1. Major theoretical perspectives in psychology	88	87	83	87	93
2. Knowledge of major fields of study in psychology	85	89	80	85	87
3. Major goals of the study of psychology	82	89	81	59	90
Total number of students tested	504	104	130	94	176
Total number of sections	17	5	4	3	5
Total number students enrolled on census days	527	110	137	91	189

As Table 2 indicates, students from AY 2023-2024 scored higher in all areas except outcome 3 than the students did in AY 2022-2023. This was the same when the AY 2023-2024 results were compared to the longitudinal average.

Table 2. Longitudinal SLO Results for PSYC 2000 by Academic Year as a Percentage.

Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	82	86	87	88	81	85	86	86	83	87	85.1
1. Major theoretical perspectives in psychology	84	87	87	90	81	84	86	87	85	88	85.9
2. Knowledge of major fields of study in psychology	83	84	90	90	80	86	90	86	83	85	85.7
3. Major goals of the study of psychology	79	85	80	86	85	86	85	85	83	82	83.6
Total number of students tested	299	355	239	298	435	309	298	246	289	504	327

Given that the observed score of 87% > the 70% benchmark, this part of the outcome of met.

PSYC 2060 (Educational Psychology) Next, for AY 2023-2024, there were two sections of PSYC 2060 - one face-to-face and one 16-week online - for fall 2023 and spring 2024. Students performed similarly overall with an 86% for the face-to-face and 83% for the 16-week online (see Table 3). Overall, students scored an 84% overall, an 86% for outcome 1, a 78% for outcome 2, and an 89% for outcome 3.

Table 3. PSYC 2060 SLO Results by Site AY 2023-2024 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk
Overall	84	86	83
1. Major theoretical perspectives in educational psychology	86	89	85
2. How psychological factors affect the educational process	78	76	79
3. Critical concepts in educational psychology	89	94	86
Total number of students tested	49	16	33
Total number of sections	2	1	1
Total number of students enrolled as of census days	50	16	34

The longitudinal data shown in Table 4 indicates that student scores slipped five percentage points from 89% in AY 2022-2023 to 84% in AY 2023-2024. That said, the scores exceeded the longitudinal averages except for outcome 2; it just slightly below the 80.3%.

Table 4. Longitudinal SLO Results for PSYC 2060 by Academic Year as a Percentage.

Student Learning Outcomes	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	63	71	89	92	81	82	83	83	89	84	81.7
1. Major theoretical perspectives in educational psychology	66	81	86	84	97	80	87	81	86	86	83.4
2. How various psychological factors affecting the educational process	66	80	85	94	71	75	78	87	89	78	80.3
3. Critical concepts in educational psychology	62	51	96	97	76	87	85	81	93	89	81.7
Total number of students tested	56	39	60	54	58	61	45	41	38	49	50

Given that the observed score of 84% > the established benchmark of 70%, this outcome is met.

PSYC 2070 (Developmental Psychology of the Life Span) Finally, for AY 2023-2024, PSYC 2070 had 15 sections with 507 students enrolled for fall 2023 and spring 2024 with 454 (89.5%) assessed for student learning. The 8-week online scored the highest at 94% with LSUE face-to-face at 92% and 16-week online at 83% (see Table 5). Overall, students scored an 88% with an 87% on outcome 1, 89% on outcome 2, and an 87% on outcome 3.

Table 5. PSYC 2070 SLO Results by Site AY 2023-2024 as a Percentage.

SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk
Overall	88	92	83	94
1. major theoretical perspective in developmental psychology	87	90	82	94
2. critical concepts in developmental psychology	89	93	84	95
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	87	92	81	93
Total number of students tested	454	184	202	68
Total number of sections	15	6	7	2
Total number of students enrolled as of census days	507	198	240	69

The data in Table 6 describes the PSYC 2070 longitudinal data indicating that the results from AY 2022-2023 and AY 2023-2024 were nearly identical. In addition, the data from AY 2023-2024 is nearly identical to the longitudinal mean.

Table 6. Longitudinal SLO Results for PSYC 2070 by Academic Year as a Percentage.												
Student Learning Outcomes	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	76	89	87	91	90	89	89	90	90	88	88	87.9
1. major theoretical perspective in developmental psychology	77	90	89	93	93	89	89	89	89	86	87	88.4
2. critical concepts in developmental psychology	76	87	85	95	90	85	90	90	90	88	89	87.8
3. the relative contributions of heredity and environment to critical phenomena in developmental psychology	76	89	84	86	88	90	89	92	91	88	87	87.4
Total number of students tested	230	307	455	192	392	504	603	487	486	474	454	417

Given that the observed value of 88% > the established benchmark of 70%, this part of the outcome is met.

Achieving the Dream Success Rates Disaggregated by Demographic Data

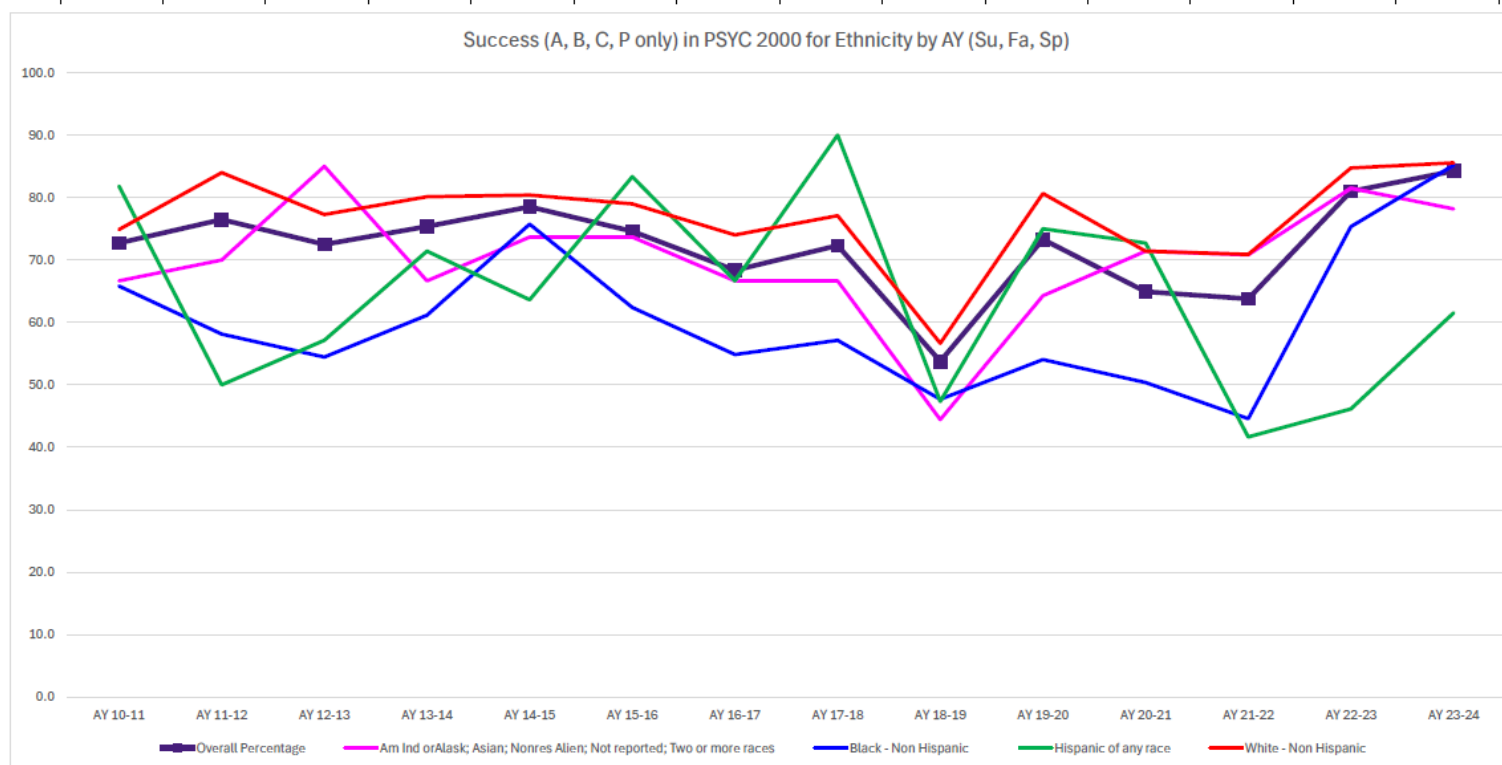
PSYC 2000 For AY 2023-2024, including summer 2023, fall 2023, and spring 2024 (note this is different from the above data), there were 584 students registered for PSYC 2000 with 492 (84.2%) of them successfully completing the course with an A, B, C, or P (pass). Breaking out the success data by ethnicity indicated that the two largest groups were within the ± 5 percentage point variance (see Table 7). Ethnicities with a smaller enrollment proportion fell outside the ± 5 percentage variance - namely Hispanics and students from two or more races.

Table 7. PSYC 2000 (Introduction to Psychology) Summary For SU, FA and SP

Frequency and Percentage of Enrollment																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	2	0.4	4	0.9	1	0.2	3	0.8	3	0.7	5	1.2	3	0.7	0	0.0	3	0.6	5	1.4	1	0.2	2	0.6	2	0.6	2	0.3	36	0.6
Asian	4	0.7	4	0.9	2	0.4	1	0.3	2	0.5	4	0.9	3	0.7	3	0.7	1	0.2	8	2.2	4	0.9	3	0.9	5	1.5	7	1.2	51	0.8
Black - Non Hispanic	117	21.7	117	25.0	112	21.1	85	21.6	103	24.6	109	25.4	113	27.5	98	23.0	109	21.2	74	20.2	131	31.0	74	22.9	73	21.3	135	23.1	1450	23.5
Hispanic of any race	11	2.0	6	1.3	7	1.3	7	1.8	11	2.6	6	1.4	3	0.7	10	2.3	19	3.7	8	2.2	11	2.6	12	3.7	13	3.8	13	2.2	137	2.2
Native Hawaiian /Pacific Island	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.0
Nonresident Alien	3	0.6	0	0.0	0	0.0	2	0.5	0	0.0	1	0.2	0	0.0	5	1.2	7	1.4	7	1.9	6	1.4	2	0.6	1	0.3	0	0.0	34	0.6
Not Reported	10	1.9	5	1.1	4	0.8	4	1.0	6	1.4	3	0.7	6	1.5	4	0.9	3	0.6	7	1.9	15	3.6	8	2.5	8	2.3	13	2.2	96	1.6
Two or More Races	2	0.4	7	1.5	12	2.3	5	1.3	8	1.9	6	1.4	5	1.2	9	2.1	12	2.3	15	4.1	9	2.1	9	2.8	11	3.2	33	5.7	143	2.3
White - Non Hispanic	390	72.4	325	69.4	392	73.8	287	72.8	286	68.3	295	68.8	277	67.4	297	69.7	360	69.9	243	66.2	245	58.1	213	65.9	229	67.0	381	65.2	4220	68.4
Totals	539	100.0	468	100.0	531	100.0	394	100.0	419	100.0	429	100.0	411	100.0	426	100	515	100.0	367	100	422	100.0	323	100.0	342	100	584	100	6170	100
Overall Success (A, B, C, and P for Pass)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	392		358		385		297		329		320		281		308		277		269		274		206		277		492		4465	
Total Number of Students	539		468		531		394		419		429		411		426		515		367		422		323		342		584		6170	
Overall Percentage	72.7		76.5		72.5		75.4		78.5		74.6		68.4		72.3		53.8		73.3		64.9		63.8		81.0		84.2		72.4	
Overall Success (A, B, C, and P for Pass) by Ethnicity																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	2	100.0	4	100.0	1	100.0	2	66.7	3	100.0	3	60.0	2	66.7	0	—	1	33.3	4	80.0	1	100.0	1	50.0	1	50.0	2	100.0	27	75.0
Asian	1	25.0	3	75.0	2	100.0	0	0.0	2	100.0	3	75.0	2	66.7	3	100.0	1	100.0	6	75.0	3	75.0	2	66.7	4	80.0	7	100.0	39	76.5
Black - Non Hispanic	77	65.8	68	58.1	61	54.5	52	61.2	78	75.7	68	62.4	62	54.9	56	57.1	52	47.7	40	54.1	66	50.4	33	44.6	55	75.3	115	85.2	883	60.9
Hispanic of any race	9	81.8	3	50.0	4	57.1	5	71.4	7	63.6	5	83.3	2	66.7	9	90.0	9	47.4	6	75.0	8	72.7	5	41.7	6	46.2	8	61.5	86	62.8
Native Hawaiian /Pacific Island	0	—	0	—	1	100.0	0	—	0	—	0	—	1	100.0	0	—	0	0.0	0	—	0	—	0	—	0	—	0	—	2	66.7
Nonresident Alien	3	100.0	0	—	0	—	2	100.0	0	—	1	100.0	0	—	4	80.0	3	42.9	3	42.9	6	100.0	2	100.0	1	100.0	0	—	25	73.5
Not Reported	7	70.0	2	40.0	4	100.0	3	75.0	4	66.7	2	66.7	3	50.0	2	50.0	1	33.3	4	57.1	9	60.0	6	75.0	7	87.5	11	84.6	65	67.7
Two or More Races	1	50.0	5	71.4	9	75.0	3	60.0	5	62.5	5	83.3	4	80.0	5	55.6	6	50.0	10	66.7	6	66.7	6	66.7	9	81.8	23	69.7	97	67.8
White - Non Hispanic	292	74.9	273	84.0	303	77.3	230	80.1	230	80.4	233	79.0	205	74.0	229	77.1	204	56.7	196	80.7	175	71.4	151	70.9	194	84.7	326	85.6	3241	76.8
Totals	392	72.7	358	76.5	385	72.5	297	75.4	329	78.5	320	74.59	281	68.4	308	72.3	277	53.8	269	73.3	274	64.9	206	63.8	277	80.99	492	84.25	4465	72.37

Table 7. PSYC 2000 (Introduction to Psychology) Summary For SU, FA and SP

	Overall Success (A, B, C, and P for Pass)														
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	72.7	76.5	72.5	75.4	78.5	74.6	68.4	72.3	53.8	73.3	64.9	63.8	81.0	84.2	72.4
Am Ind or Alaska; Asian; Nonres Alien; Not reported; Two or more races	66.7	70.0	85.0	66.7	73.7	73.7	66.7	66.7	44.4	64.3	71.4	70.8	81.5	78.2	70.2
Black - Non Hispanic	65.8	58.1	54.5	61.2	75.7	62.4	54.9	57.1	47.7	54.1	50.4	44.6	75.3	85.2	60.9
Hispanic of any race	81.8	50.0	57.1	71.4	63.6	83.3	66.7	90.0	47.4	75.0	72.7	41.7	46.2	61.5	62.8
White - Non Hispanic	74.9	84.0	77.3	80.1	80.4	79.0	74.0	77.1	56.7	80.7	71.4	70.9	84.7	85.6	76.8



The PSYC 2000 23-24 ATD.pdf file below also contains data on gender and whether the student received a Pell grant used for socioeconomic status. No variance was found by gender; however, a three percentage point variance below the ± 5 percentage was found for students obtaining a Pell grant (see Table 8 and Table 9).

Table 8. PSYC 2000 (Introduction to Psychology) Summary For SU, FA and SP																														
Frequency and Percentage of Enrollment in PSYC 2000 by Gender for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	306	56.8	274	58.5	330	62.1	261	66.2	273	65.2	271	63.2	248	60.3	274	64.3	339	65.8	235	64.0	291	69.0	208	64.4	224	65.5	407	69.7	3941	63.9
Male	233	43.2	194	41.5	201	37.9	133	33.8	146	34.8	158	36.8	163	39.7	152	35.7	176	34.2	132	36.0	131	31.0	115	35.6	118	34.5	177	30.3	2229	36.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	539	100.0	468	100.0	531	100.0	394	100.0	419	100.0	429	100.0	411	100.0	426	100	515	100.0	367	100	422	100.0	323	100.0	342	100	584	100	6170	100
Overall Success (A, B, C, P [Pass]) in PSYC 2000 by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	392		358		385		297		329		320		281		308		277		269		274		206		277		492		4465	
Total Number of Students	539		468		531		394		419		429		411		426		515		367		422		323		342		584		6170	
Overall Percentage	72.7		76.5		72.5		75.4		78.5		74.6		68.4		72.3		53.8		73.3		64.9		63.8		81.0		84.2		72.4	
Success (A, B, C, P [Pass]) in PSYC 2000 by Gender based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	227	74.2	219	79.9	234	70.9	198	75.9	214	78.4	214	79.0	171	69.0	202	73.7	186	54.9	176	74.9	198	68.0	147	70.7	183	81.7	344	84.5	2913	73.9
Male	165	70.8	139	71.6	151	75.1	99	74.4	115	78.8	106	67.1	110	67.5	106	69.7	91	51.7	93	70.5	76	58.0	59	51.3	94	79.7	148	83.6	1552	69.6
Not Reported	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
Totals	392	72.7	358	76.5	385	72.5	297	75.4	329	78.5	320	74.59	281	68.4	308	72.3	277	53.8	269	73.3	274	64.9	206	63.8	277	80.99	492	84.25	4465	72.37

Table 8. PSYC 2000 (Introduction to Psychology) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in PSYC 2000 by Gender by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	72.7	76.5	72.5	75.4	78.5	74.6	68.4	72.3	53.8	73.3	64.9	63.8	81.0	84.2	72.4
Female	74.2	79.9	70.9	75.9	78.4	79.0	69.0	73.7	54.9	74.9	68.0	70.7	81.7	84.5	73.9
Male	70.8	71.6	75.1	74.4	78.8	67.1	67.5	69.7	51.7	70.5	58.0	51.3	79.7	83.6	69.6
Not Reported	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

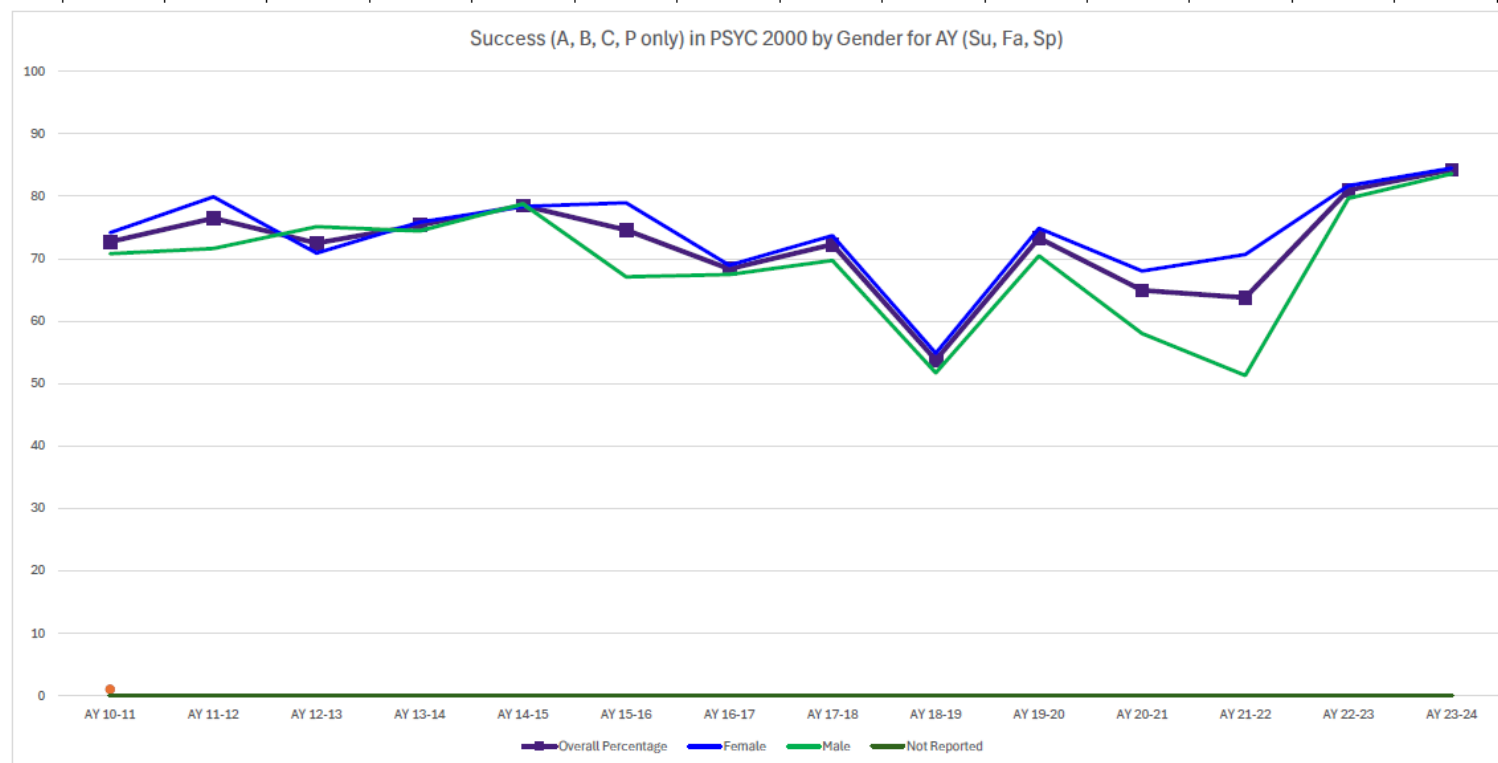


Table 9. PSYC 2000 (Introduction to Psychology) Summary for SU, FA and SP

Frequency and Percentage of Enrollment in PSYC 2000 by Pell Status for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	337	62.5	274	58.5	308	58.0	230	58.4	237	56.6	221	51.5	217	52.8	228	53.5	294	57.1	195	53.1	246	58.3	200	61.9	215	62.9	433	74.1	3635	58.9
Pell = Y	202	37.5	194	41.5	223	42.0	164	41.6	182	43.4	208	48.5	194	47.2	198	46.5	221	42.9	172	46.9	176	41.7	123	38.1	127	37.1	151	25.9	2535	41.1
Totals	539	100.0	468	100.0	531	100.0	394	100.0	419	100.0	429	100.0	411	100.0	426	100	515	100.0	367	100	422	100.0	323	100.0	342	100	584	100	6170	100

Overall Success (A, B, C, P [Pass]) in PSYC 2000 by Pell Status by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	392		358		385		297		329		320		281		308		380		269		274		206		277		492		4568	
Total Number of Students	539		468		531		394		419		429		411		426		515		367		422		323		342		584		6170	
Overall Percentage	72.7		76.5		72.5		75.4		78.5		74.6		68.4		72.3		73.8		73.3		64.9		63.8		81.0		84.2		74.0	

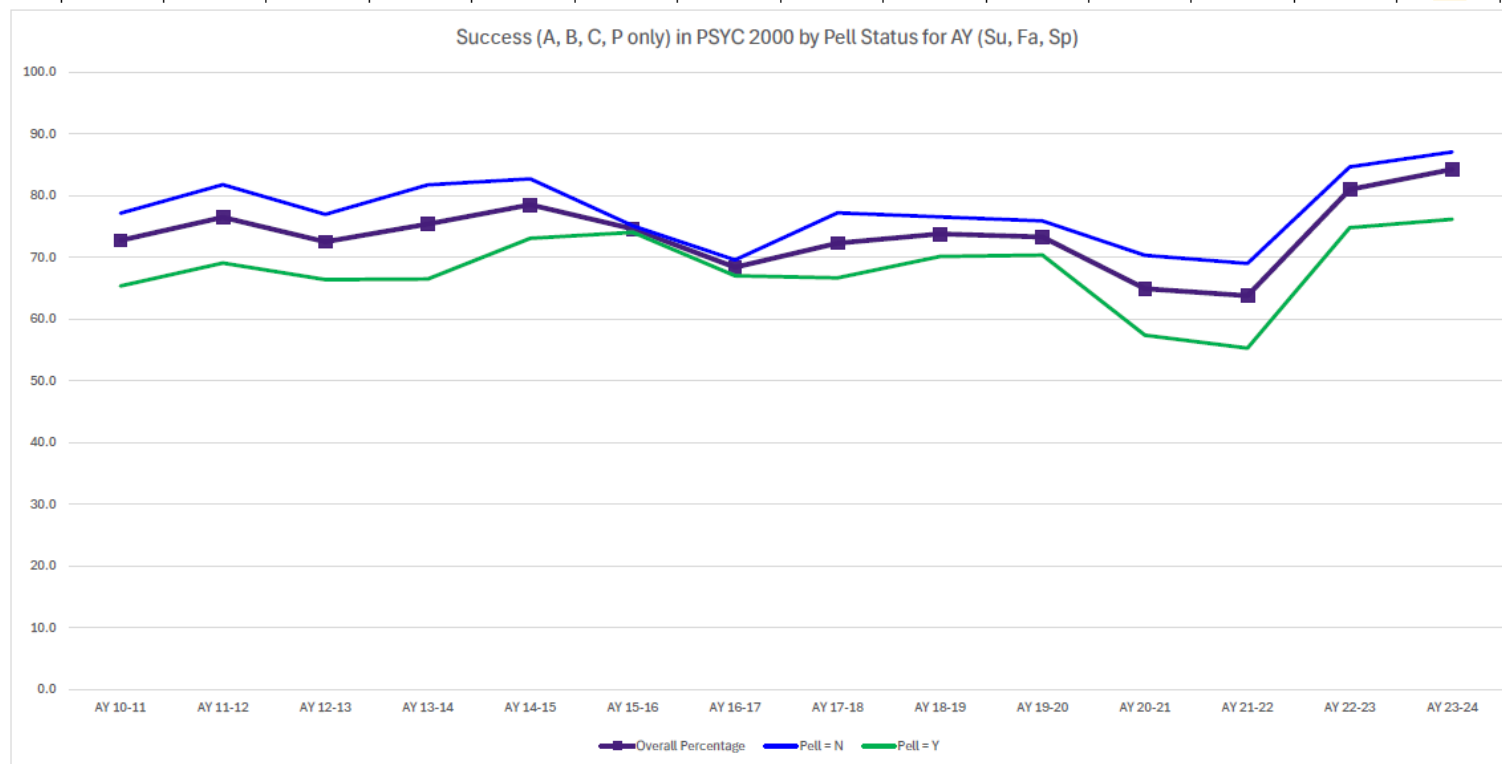
Success (A, B, C, P [Pass]) in PSYC 2000 by Pell Status Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	260	77.2	224	81.8	237	76.9	188	81.7	196	82.7	166	75.1	151	69.6	176	77.2	225	76.5	148	75.9	173	70.3	138	69.0	182	84.7	377	87.1	2841	78.2
Pell = Y	132	65.3	134	69.1	148	66.4	109	66.5	133	73.1	154	74.0	130	67.0	132	66.7	155	70.1	121	70.3	101	57.4	68	55.3	95	74.8	115	76.2	1727	68.1
Totals	392	72.7	358	76.5	385	72.5	297	75.4	329	78.5	320	74.59	281	68.4	308	72.3	380	73.8	269	73.3	274	64.9	206	63.8	277	80.99	492	84.25	4568	74.04

Table 9. PSYC 2000 (Introduction to Psychology) Summary for SU, FA and SP

Overall Success (A, B, C, P [Pass]) in PSYC 2000 by Pell Status by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	72.7	76.5	72.5	75.4	78.5	74.6	68.4	72.3	73.8	73.3	64.9	63.8	81.0	84.2	74.0
Pell = N	77.2	81.8	76.9	81.7	82.7	75.1	69.6	77.2	76.5	75.9	70.3	69.0	84.7	87.1	78.2
Pell = Y	65.3	69.1	66.4	66.5	73.1	74.0	67.0	66.7	70.1	70.3	57.4	55.3	74.8	76.2	68.1



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/7/2025 at 8:30 AM.

PSYC 2070 Next, the PSYC 2070 23-24 ATD.pdf file below presents success rates by demographic data for PSYC 2070 showing 559 students enrolled for summer 2023, fall 2023, and spring 2024 (again, please note the data above is from fall 2023 and spring

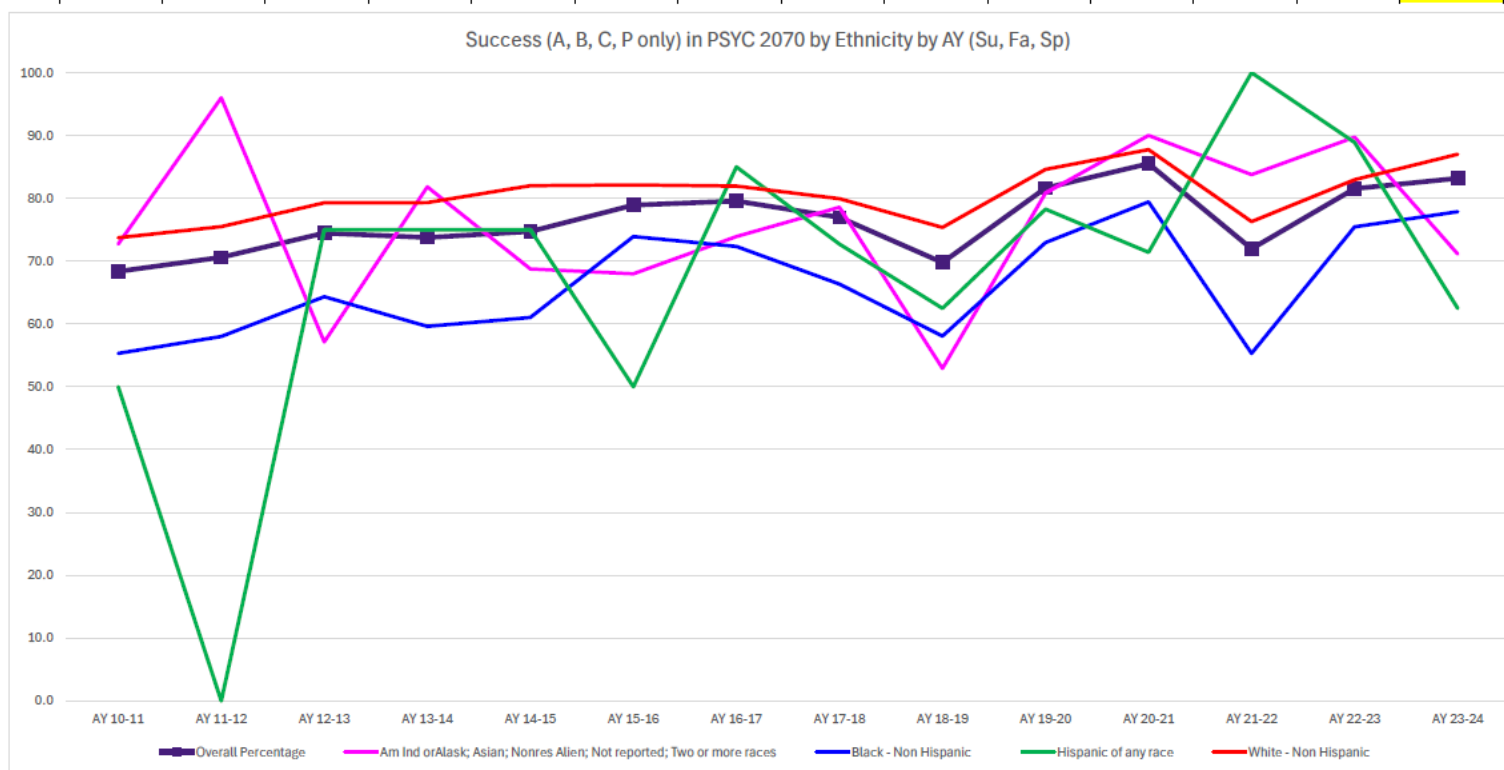
2024 only). A total of 465 (83.2%) students successfully completed the course with an A, B, C, or P (for pass). Two student groups performed below the ± 5 percentage variance, namely Black (non-Hispanic) students at 77.9% and students having two or more races at 71.9% (see Table 10). White (non-Hispanic) students performed within the established variance; all other groups had a low number of students in the proportion.

Table 10. PSYC 2070 (Developmental Psychology of the the Life Span) Summary For SU, FA and SP

Frequency and Percentage of Enrollment																														
Description	AY 10-11 n	%	AY 11-12 n	%	AY 12-13 n	%	AY 13-14 n	%	AY 14-15 n	%	AY 15-16 n	%	AY 16-17 n	%	AY 17-18 n	%	AY 18-19 n	%	AY 19-20 n	%	AY 20-21 n	%	AY 21-22 n	%	AY 22-23 n	%	AY 23-24 n	%	Totals n	%
Am Indian or Alaskan	5	0.7	7	1.1	8	1.2	2	0.4	2	0.5	4	0.8	2	0.4	0	0.0	1	0.1	5	0.7	4	0.7	2	0.3	3	0.5	3	0.5	48	0.6
Asian	6	0.9	5	0.8	4	0.6	4	0.7	3	0.7	2	0.4	4	0.7	4	0.7	3	0.4	4	0.6	6	1.0	4	0.7	8	1.3	7	1.3	64	0.8
Black - Non Hispanic	188	26.7	162	24.5	157	23.9	161	28.3	136	31.9	115	23.8	123	22.4	110	20.3	167	23.6	148	21.4	141	24.0	141	23.9	159	26.0	122	21.8	2030	24.3
Hispanic of any race	12	1.7	12	1.8	12	1.8	8	1.4	8	1.9	8	1.7	20	3.6	11	2.0	24	3.4	23	3.3	14	2.4	6	1.0	9	1.5	8	1.4	175	2.1
Native Hawaiian /Pacific Island	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
Nonresident Alien	1	0.1	0	0.0	3	0.5	0	0.0	1	0.2	4	0.8	1	0.2	1	0.2	0	0.0	6	0.9	0	0.0	1	0.2	2	0.3	0	0.0	20	0.2
Not Reported	17	2.4	7	1.1	5	0.8	10	1.8	4	0.9	5	1.0	6	1.1	9	1.7	9	1.3	12	1.7	17	2.9	12	2.0	7	1.1	10	1.8	130	1.6
Two or More Races	4	0.6	6	0.9	14	2.1	6	1.1	6	1.4	10	2.1	10	1.8	14	2.6	21	3.0	19	2.7	13	2.2	18	3.1	19	3.1	32	5.7	192	2.3
White - Non Hispanic	472	67.0	461	69.8	454	69.0	377	66.4	267	62.5	336	69.4	382	69.7	394	72.6	483	68.2	474	68.5	392	66.8	405	68.8	405	66.2	377	67.4	5679	68.1
Totals	705	100.0	660	100.0	658	100.0	568	100.0	427	100.0	484	100.0	548	100.0	543	100	708	100.0	692	100	587	100.0	589	100.0	612	100	559	100	8340	100
Overall Success (A, B, C, and P for Pass)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	482		466		490		419		319		382		436		418		494		565		502		424		499		465		6361	
Total Number of Students	705		660		658		568		427		484		548		543		708		692		587		589		612		559		8340	
Overall Percentage	68.4		70.6		74.5		73.8		74.7		78.9		79.6		77.0		69.8		81.6		85.5		72.0		81.5		83.2		76.3	
Overall Success (A, B, C, and P for Pass) by Ethnicity																														
Description	AY 10-11 n	%	AY 11-12 n	%	AY 12-13 n	%	AY 13-14 n	%	AY 14-15 n	%	AY 15-16 n	%	AY 16-17 n	%	AY 17-18 n	%	AY 18-19 n	%	AY 19-20 n	%	AY 20-21 n	%	AY 21-22 n	%	AY 22-23 n	%	AY 23-24 n	%	Totals n	%
Am Indian or Alaskan	3	60.0	5	71.4	4	50.0	1	50.0	2	100.0	4	100.0	2	100.0	0	—	1	100.0	4	80.0	3	75.0	2	100.0	3	100.0	3	100.0	37	77.1
Asian	5	83.3	2	40.0	2	50.0	3	75.0	2	66.7	2	100.0	2	50.0	4	100.0	2	66.7	3	75.0	4	66.7	4	100.0	5	62.5	5	71.4	45	70.3
Black - Non Hispanic	104	55.3	94	58.0	101	64.3	96	59.6	83	61.0	85	73.9	89	72.4	73	66.4	97	58.1	108	73.0	112	79.4	78	55.3	120	75.5	95	77.9	1335	65.8
Hispanic of any race	6	50.0	0	0.0	9	75.0	6	75.0	6	75.0	4	50.0	17	85.0	8	72.7	15	62.5	18	78.3	10	71.4	6	100.0	8	88.9	5	62.5	118	67.4
Native Hawaiian /Pacific Island	0	—	0	—	1	100.0	0	—	0	—	0	—	0	—	0	—	0	—	1	100.0	0	—	0	—	0	—	0	—	2	100.0
Nonresident Alien	1	100.0	8	—	3	100.0	0	—	1	100.0	4	100.0	1	100.0	0	0.0	0	—	5	83.3	0	—	1	100.0	2	100.0	0	—	26	130.0
Not Reported	11	64.7	5	71.4	3	60.0	8	80.0	3	75.0	3	60.0	5	83.3	8	88.9	4	44.4	8	66.7	17	100.0	11	91.7	7	100.0	6	60.0	99	76.2
Two or More Races	4	100.0	4	66.7	7	50.0	6	100.0	3	50.0	4	40.0	7	70.0	10	71.4	11	52.4	17	89.5	12	92.3	13	72.2	18	94.7	23	71.9	139	72.4
White - Non Hispanic	348	73.7	348	75.5	360	79.3	299	79.3	219	82.0	276	82.1	313	81.9	315	79.9	364	75.4	401	84.6	344	87.8	309	76.3	336	83.0	328	87.0	4560	80.3
Totals	482	68.4	466	70.6	490	74.5	419	73.8	319	74.7	382	78.9	436	79.6	418	77.0	494	69.8	565	81.6	502	85.5	424	72.0	499	81.5	465	83.2	6361	76.2

Table 10. PSYC 2070 (Developmental Psychology of the the Life Span) Summary For SU, FA and SP

Overall Success (A, B, C, and P for Pass)															
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	68.4	70.6	74.5	73.8	74.7	78.9	79.6	77.0	69.8	81.6	85.5	72.0	81.5	83.2	76.3
Am Ind or Alaska; Asian; Nonres Alien; Not reported; Two or more races	72.7	96.0	57.1	81.8	68.8	68.0	73.9	78.6	52.9	80.9	90.0	83.8	89.7	71.2	76.3
Black - Non Hispanic	55.3	58.0	64.3	59.6	61.0	73.9	72.4	66.4	58.1	73.0	79.4	55.3	75.5	77.9	65.8
Hispanic of any race	50.0	0.0	75.0	75.0	75.0	50.0	85.0	72.7	62.5	78.3	71.4	100.0	88.9	62.5	67.4
White - Non Hispanic	73.7	75.5	79.3	79.3	82.0	82.1	81.9	79.9	75.4	84.6	87.8	76.3	83.0	87.0	80.3



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/7/2025 at 8:52 AM.

PSYC 2070 data also includes the success data by gender and socioeconomic status using whether or not a student received a Pell grant. None of the four groups fell outside the established ± 5 percentage point variance (see Table 11 and 12).

Table 11. PSYC 2070 (Developmental Psychology of the Life Span) Summary For SU, FA and SP

Frequency and Percentage of Enrollment in PSYC 2070 by Gender for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	545	77.3	521	78.9	557	84.7	463	81.5	376	88.1	411	84.9	448	81.8	449	82.7	582	82.2	553	79.9	483	82.3	487	82.7	526	85.9	474	84.8	6875	82.4
Male	160	22.7	139	21.1	101	15.3	105	18.5	51	11.9	73	15.1	100	18.2	94	17.3	126	17.8	139	20.1	104	17.7	102	17.3	86	14.1	85	15.2	1465	17.6
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	705	100.0	660	100.0	658	100.0	568	100.0	427	100.0	484	100.0	548	100.0	543	100	708	100.0	692	100	587	100.0	589	100.0	612	100	559	100	8340	100

Overall Success (A, B, C, P [Pass]) in PSYC 2070 by Gender by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	482		466		490		419		319		382		436		418		494		565		502		424		499		465		6361	
Total Number of Students	705		660		658		568		427		484		548		543		708		692		587		589		612		559		8340	
Overall Percentage	68.4		70.6		74.5		73.8		74.7		78.9		79.6		77.0		69.8		81.6		85.5		72.0		81.5		83.2		76.3	

Success (A, B, C, P [Pass]) in PSYC 2070 by Gender based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	380	69.7	364	69.9	414	74.3	345	74.5	278	73.9	322	78.3	361	80.6	345	76.8	415	71.3	462	83.5	420	87.0	346	71.0	439	83.5	393	82.9	5284	76.9
Male	102	63.8	102	73.4	76	75.2	74	70.5	41	80.4	60	82.2	75	75.0	73	77.7	79	62.7	103	74.1	82	78.8	78	76.5	60	69.8	72	84.7	1077	73.5
Not Reported	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—	0	—
Totals	482	68.4	466	70.6	490	74.5	419	73.8	319	74.7	382	78.93	436	79.6	418	77.0	494	69.8	565	81.6	502	85.5	424	72.0	499	81.54	465	83.18	6361	76.27

Table 11. PSYC 2070 (Developmental Psychology of the Life Span) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in PSYC 2070 by Gender by Academic Year (Su, Fa, Sp)															
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	68.4	70.6	74.5	73.8	74.7	78.9	79.6	77.0	69.8	81.6	85.5	72.0	81.5	83.2	76.3
Female	69.7	69.9	74.3	74.5	73.9	78.3	80.6	76.8	71.3	83.5	87.0	71.0	83.5	82.9	76.9
Male	63.8	73.4	75.2	70.5	80.4	82.2	75.0	77.7	62.7	74.1	78.8	76.5	69.8	84.7	73.5
Not Reported	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

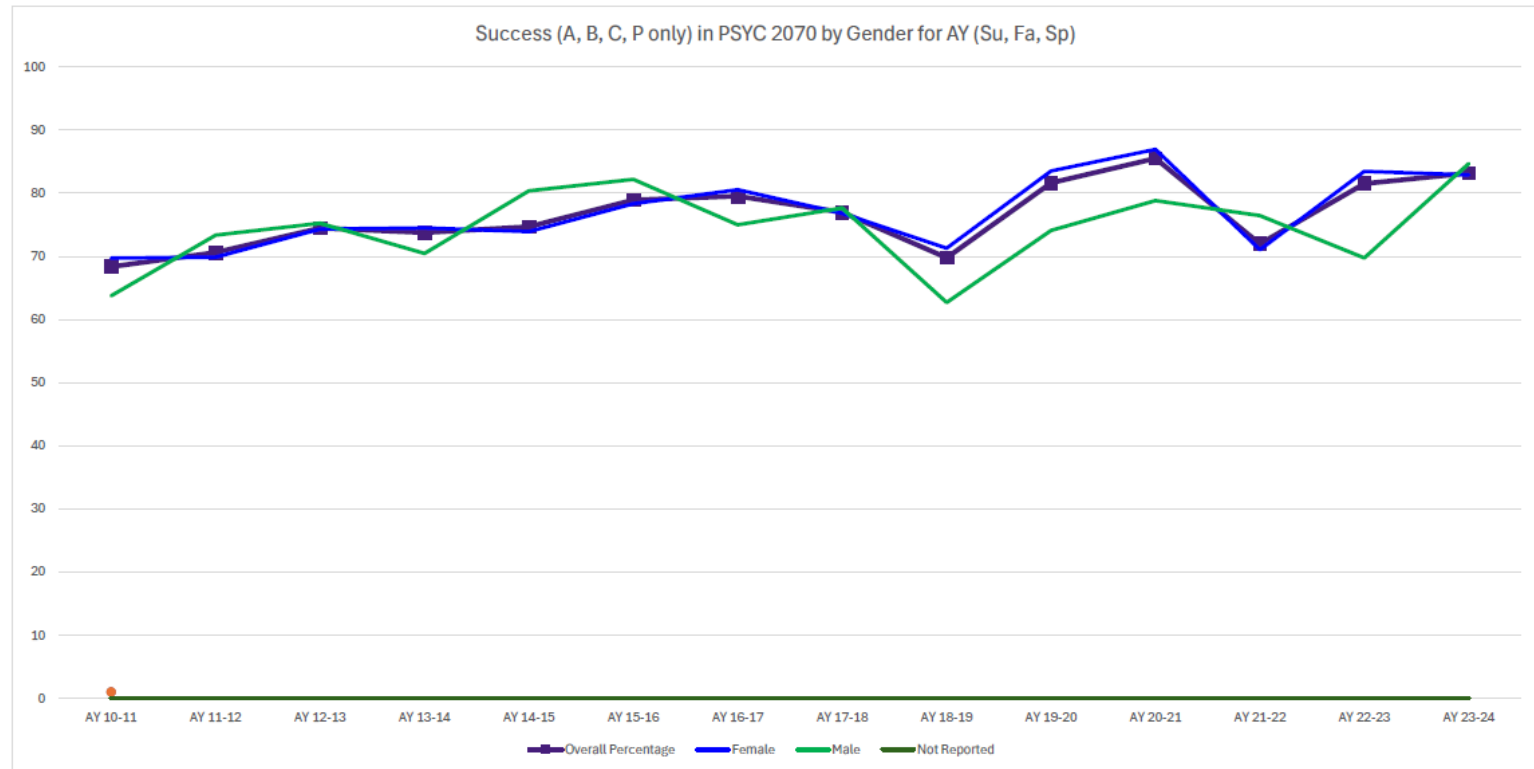


Table 12. PSYC 2070 (Developmental Psychology of the Life Span) Summary For SU, FA and SP

Frequency and Percentage of Enrollment in PSYC 2070 by Pell Status by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	376	53.3	383	58.0	351	53.3	312	54.9	206	48.2	252	52.1	278	50.7	286	52.7	368	52.0	372	53.8	325	55.4	331	56.2	339	55.4	330	59.0	4509	54.1
Pell = Y	329	46.7	277	42.0	307	46.7	256	45.1	221	51.8	232	47.9	270	49.3	257	47.3	340	48.0	320	46.2	262	44.6	258	43.8	273	44.6	229	41.0	3831	45.9
Totals	705	100.0	660	100.0	658	100.0	568	100.0	427	100.0	484	100.0	548	100.0	543	100	708	100.0	692	100	587	100.0	589	100.0	612	100	559	100	8340	100

Overall Success (A, B, C, P [Pass]) in PSYC 2070 by Pell Status by Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	482		466		490		419		319		382		436		418		494		565		502		424		499		465		6361	
Total Number of Students	705		660		658		568		427		484		548		543		708		692		587		589		612		559		8340	
Overall Percentage	68.4		70.6		74.5		73.8		74.7		78.9		79.6		77.0		69.8		81.6		85.5		72.0		81.5		83.2		76.3	

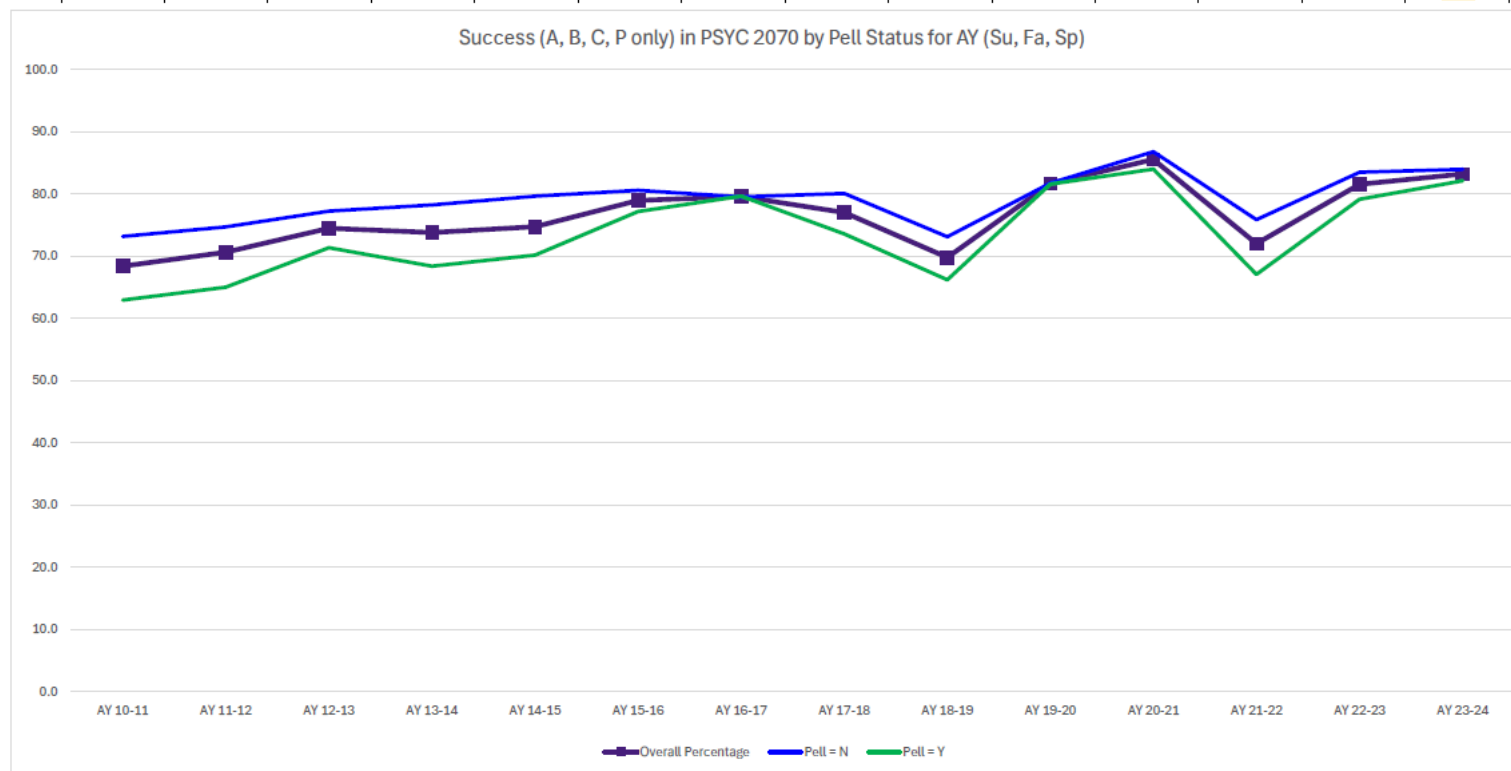
Success (A, B, C, P [Pass]) in PSYC 2070 by Pell Status Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)

Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell = N	275	73.1	286	74.7	271	77.2	244	78.2	164	79.6	203	80.6	221	79.5	229	80.1	269	73.1	304	81.7	282	86.8	251	75.8	283	83.5	277	83.9	3559	78.9
Pell = Y	207	62.9	180	65.0	219	71.3	175	68.4	155	70.1	179	77.2	215	79.6	189	73.5	225	66.2	261	81.6	220	84.0	173	67.1	216	79.1	188	82.1	2802	73.1
Totals	482	68.4	466	70.6	490	74.5	419	73.8	319	74.7	382	78.93	436	79.6	418	77.0	494	69.8	565	81.6	502	85.5	424	72.0	499	81.54	465	83.18	6361	76.27

Table 12. PSYC 2070 (Developmental Psychology of the Life Span) Summary For SU, FA and SP

Overall Success (A, B, C, P [Pass]) in PSYC 2070 by Pell Status by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	68.4	70.6	74.5	73.8	74.7	78.9	79.6	77.0	69.8	81.6	85.5	72.0	81.5	83.2	76.3
Pell = N	73.1	74.7	77.2	78.2	79.6	80.6	79.5	80.1	73.1	81.7	86.8	75.8	83.5	83.9	78.9
Pell = Y	62.9	65.0	71.3	68.4	70.1	77.2	79.6	73.5	66.2	81.6	84.0	67.1	79.1	82.1	73.1



Summary

Given that the observed score in

- 87% in PSYC 2000,
- 84% in PSYC 2060, and

- 88% in PSYC 2070

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

Attached Files

[PSYC 2070 23-24 ATD.pdf](#)

[PSYC 2000 23-24 ATD.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though faculty met their benchmarks, they believe they can improve by:

Fall 2023

PSYC 2000 face-to-face sections: provide additional real world application activities and increase the use of online and multimedia resources.

PSYC 2060 16-week online: increase the use of real-world application activities and modify the presentation for outcome B.

PSYC 2070 8-week online: decrease section size to facilitate interaction.

Spring 2024

PSYC 2000 high school dual enrollment: adjust deadlines; send reminders each week and at midterm.

PSYC 2070 face-to-face: provide additional real world application activities and increase the use of online and multimedia resources.

Director of IE's Note on PSYC 2060: The director intends on talking to the psychology faculty about not including the write up for PSYC 2060 in this outcome. While PSYC 2060 is a general education course, it is taken by only 50 students or so per year whereas the other two courses have enrollments of 500+ each. The psychology faculty have agreed as of November 20, 2024 (see attached email from Dr. Narby).

Attached Files

[SLO Reporting Form 2070-C1 8-week online.pdf](#)

[PSYC 2060 16-week Online FA23.pdf](#)

[PSYC 2000 F2F FA23 SLO.pdf](#)

[SLO Reporting Form 2000 D2.D3 HS Dual Enrol.pdf](#)

[PSYC 2070 F2F SLO Report.pdf](#)

[PSYC 2060 Departmental Syllabus .pdf](#)

[11-20-24 email on eliminating PSYC 2060.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Sociology**Objective Number: 2.52 Sociology****Start: 11/1/2023****End: 10/31/2024****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 that 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

Attached Files

[SOCL 2001 Departmental Syllabus.pdf](#)

[SOCL 2501 Departmental Syllabus.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

Student learning outcomes will be assessed using individual examinations, the final exam, or written assignments. Faculty have the freedom to choose the type of exam questions.

The established benchmark for achieving this outcome is 70%; the minimum acceptable successful grade necessary to transfer the sociology courses to a four-year institution.

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

For AY 2022-2023, this outcome was met.

For AY 2023-2024, there were 17 sections of sociology as shown in Table 1 with a total enrollment of 428 students with 404 (94.4%) being assessed for student learning. Table 1 indicates that high school dual enrollment students had the highest success on SLOs at 89% followed by LSUE face-to-face students at 86%. Third was 16-week online at 85% followed up by 8-week online at 78%. Table 1 also shows the enrollment and the number of students assessed for each site. The LSUE site had the highest enrollment at 165. Overall, students scored an 84% with an 82% on outcome A and an 87% on outcome B.

Table 1. SOCL 2001 and 2501 SLO Results by Site AY 2023-2024 in Percentages.					
SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	84	86	85	78	89
A. an understanding of sociological theory	82	84	83	74	84
B. an understanding of sociological methodology	87	88	88	83	91
Total number of students tested	404	157	128	85	34
Total number of sections	17	9	4	3	1
Total number of students enrolled	428	165	136	87	40

Next, Table 2 shows the longitudinal data indicating that students from AY 2023-2024 scored similarly to students from AY 2022-2023. Students from AY 2023-2024 scored below the overall mean of 87.5% and the mean for outcome A equal to 88.2%. The students scored slightly above the longitudinal mean for Outcome B at 86.5%.

Table 2. SOCL 2001 and 2501 Longitudinal Data as Percentages.

SOCL 2001 and 2501 SLO Description	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	Mean
Overall	91	95	89	90	87	84	83	87	85	84	87.5
A. an understanding of sociological theory	95	97	92	92	89	80	84	86	85	82	88.2
B. an understanding of sociological methodology	87	93	86	88	85	88	82	87	84	87	86.7
Total number of students tested	171	190	163	203	349	347	351	400	427	404	301

Given that the overall observed score of 84% > the established benchmark of 70%, this objective is met.

Section 4: Improvement Plan/ Changes Made:

Even though the objective was met, the faculty thought they could improve by (see attached SLO reports):

SOCL 2001-01 face-to-face fall 2023: emphasize following the exam schedule to students (so they do not fall behind).

SOCL 2001-26 16-week online spring 2024: Final warnings given to students on either grades or through email from Moodle.

Attached Files

[SLO Fall 2023 Socl2001 01.pdf](#)

[SLO SOCL 2001 26 SP 24.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Political Science

Objective Number: 2.53 Political Science

Start: 11/1/2023

End: 10/31/2024

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 the Executive, Legislative, and Judicial branches of government.
- B. Demonstrate the ability to analyze historic material.

For spring 2025, Outcome A will become:

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.

Outcome B will remain the same (see the email from the faculty member below).

Rationale: Better reflect the social science general education objective.

Attached Files

[FALL 2023 POLS 2051 SYLLABUS.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

SLOs will be assessed using internally created documents according to the professional judgement of the faculty member through any of the following:

1. Personal essay assignment. **This assignment will be removed in spring 2025.**
2. The midterm examination
3. The America's Origins assignment. **This will replace the President assignment in AY 2024-2025.**
4. The President assignment **removed by the new instructor beginning AY 2024-2025**
5. 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 2022-2023, this objective was met.

For AY 2023-2024, there were a total of 76 students registered in the two 16-week and one 8-week online sections during AY 2023-2024 with 71 (93.4%) being assessed for student learning (see Table 1). As Table 1 suggests, students did well with the exception of outcome 2 for the 8-week session. Overall, the results were 84% and 83 for outcome 1 and 70 for outcome 2. Note that there were no face-to-face sections offered and no sections offered at any other off campus instructional locations.

Table 1. POLS 2051 SLO Results AY 2023-2024 as a Percentage.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	84	80	89
1. Roles and powers	83	76	92
2. Analysis	70	73	66
Total number of students tested	71	38	33
Total number of sections for AY	3	2	1
Total number of students registered	76	43	33

Next, Table 2 presents the longitudinal results from AY 2020-2021. Note that AY 2023-2024 was the first year for the new instructor teaching the course for LSU Eunice. It appears as if the overall dropped from 91% in AY 2022-2023 to 84% AY 2023-2024; however, it is difficult to equate the two given that the instructor changed.

Table 2. POLS 2051 Longitudinal SLO Results as a Percentage.					
SLO Description	20-21	21-22	22-23	23-24	Mean
Overall	84	90	91	84	87.3
1. Roles and powers	83	90	94	83	87.5
2. Analysis	85	90	89	70	83.5
Total number of students tested	28	58	70	71	56.8

Given that the observed score of 84% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome benchmark was met, the faculty member believes that student learning can be improved by (see PDF files below):

Fall 2023

8-week online: improve communications with students and send deadline reminders out.

Spring 2024

8-week online: remind students to cite their sources properly

16-week online: devise a way to mandate citations

Attached Files

[Fall 2023 POLS 2051 8-week.pdf](#)

[Spring 2024 POLS 2051 16-week.pdf](#)

[Spring 2024 POLS 205 8-week.pdf](#)

RELATED ITEM LEVEL 1

23-24 General Education Economics

Objective Number: 2.54 Economics

Start: 11/1/2023

End: 10/31/2024

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 23-24.pdf](#)

[ECON 2010 Syllabus AY 23-24.pdf](#)

Section 2: Assessment/Evaluation/Measures/Strategies:

The SLOs will be directly assessed an internally created assessment using quizzes, the midterm, or the comprehensive final exam. Faculty members are permitted flexibility in how they assess the outcomes.

All students in both courses will be directly assessed regardless of method of instruction and data will be broken out by site and type of instruction (i.e. **no sampling**). For the current academic year, LSU Eunice had sites at the following locations:

- LSU Eunice,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),

- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 2022-2023, this objective was met.

For AY 2023-2024:

ECON 2000: Principles of Microeconomics For AY 2023-2024, there were a total of 68 students enrolled in ECON 2000 for the fall 2023 and spring 2024 semesters as of the census days for each semester. A total of 58 (85.3%) of the 68 of the students were assessed for learning (see Table 1). As Table 1 indicates, the 16-week online sections scored an 88% overall while the 8-week online students scored an 81% overall. Combining the data into weighted means, the Overall column in Table 1 indicates that students scored a combined 86%, an 85% on outcome A, and an 87% on outcome B. As Table 1 indicates, sections were offered online; no face-to-face sections were offered during AY 2023-2024. Note that care should be taken in interpreting the results from the 8-week online given the low n.

Table 1. ECON 2000 SLO Results by Site AY 2023-2024 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	86	88	81
A. Demand and supply.	85	86	82
B. Production costs and market structures.	87	89	80
Total number of students tested	58	43	15
Total number of sections	4	2	2
Total number students enrolled	68	52	16

The longitudinal data in Table 2 shows that the scores from AY 2023-2024 are some of the highest equaling the results from AY 2021-2022. As a result of the high scores, the data from AY 2023-2024 also exceed the simple means shown in the last column.

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	Mean
Overall	77	79	82	85	86	87	86	83.1
A. Demand and supply.	81	81	80	83	80	88	85	82.6
B. Production costs & market structures.	72	76	81	87	87	88	87	82.5
Total number of students tested	39	69	71	43	52	54	58	55

ECON 2010: Principles of Macroeconomics For ECON 2010, there were 49 students enrolled in the fall 2023 and spring 2024 semesters on the census days with 45 (91.8%) of them being assessed for learning. The four sections were offered online only and at no other off campus instructional site. Overall, the 16-week online and the 8-week online performed similarly leading to an 88% overall, an 89% on outcomes A and B, and an 87% on outcome C (see Table 3). Note that care should be taken in interpreting the results from the 8-week online given the low n.

Table 3. ECON 2010 SLO Results by Site AY 2023-2024 as a Percentage.

SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	88	89	88
A. Macroeconomic fundamentals.	89	88	89
B. Fiscal policy and the public sector.	89	89	90
C. Money, banking, and monetary policy.	87	88	86
Total number of students tested	45	33	12
Total number of sections	4	2	2
Total number students enrolled	49	37	12

The longitudinal data shown in Table 4 indicates that the AY 2023-2024 scores were the highest since SLO records have been kept on ECON 2010 from AY 2017-2018. As a result, the data from AY 2023-2024 exceeds the simple means shown in the last column.

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	Mean
Overall	71	82	84	81	86	83	88	82.1
A. Macroeconomic fundamentals.	75	78	81	79	85	83	89	81.5
B. Fiscal policy and the public sector.	68	85	87	81	91	88	89	84.2
C. Money, banking, and monetary policy.	68	82	85	76	81	78	87	79.5
Total number of students tested	26	27	72	47	43	60	45	46

Given that the observed overall score of 86% for ECON 2000 and 88% for ECON 2010 > the established benchmark of 70%, this objective was met.

Section 4: Improvement Plan/ Changes Made:

Even though the benchmark was met, faculty believe that learning can be increased by:

Fall 2023 ECON 2000 16-week online: continue to support students; add videos with specific instructions, and remind students of the tools available in the online book.

Spring 2024 ECON 2010 8-week online: consider using additional videos or perhaps use a better book.

Attached Files

[Fall 2023 ECON 2000 16-wk online.pdf](#)

[Spring 2024 ECON 2010 8-wk online.pdf](#)

RELATED ITEM LEVEL 1

23-24 GE-Geography

Objective Number: 2.55 Geography

Start: 11/1/2023

End: 10/31/2024

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 - World Regional Geography.

Upon the successful completion of this course, students will:

1. Analyze the relationships between human activities, economic activities, geopolitics, and the natural landscape.
2. Analyze and comprehend the changes taking place to the natural environment through human activity, population changes, and globalization.
3. Explain the societal issues that impact various world regions.

The syllabus used for the online sections (full 16-week term and 8-week term) is attached below for reference.

Attached Files

[Syllabus for Geography 1001 _ FA23.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,
- LSU Alexandria,
- Online full-term (16-week),
- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

The 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 2022-2023, this objective was met.

For AY 2023-2024, there were 164 students enrolled in the five online sections with 162 (98.8%) of them being assessed for student learning (see Table 1). As Table 1 indicates, both the 16-week and the 8-week online sections performed similarly. The weighted overall result was 80%, with outcome 1 at 82%, outcome 2 at 76% and outcome 3 at 83%.

Table 1. Geography SLO Results by Site AY 2023-2024 as a Percentage.			
SLO Description	Overall	Online 16-Wk	Online 8-Wk
Overall	80	80	81
1. Analyze relationships	82	83	81
2. Changes to the natural environment	76	76	77
3. Societal issues impacting various world regions	83	82	85
Total number of students tested	162	109	53
Total number of sections	5	3	2
Total number enrolled on census days	164	111	53

Table 2 details the longitudinal results showing that the AY 2023-2024 students performed slightly above the AY 2022-2023 students and very close to the longitudinal mean.

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	Mean
Overall	88	82	80	78	79	80	81.2
1. Analyze relationships	81	87	82	78	81	82	81.9
2. Changes to the natural environment	99	82	75	75	75	76	80.4
3. Societal issues impacting various world regions	91	78	85	82	84	83	83.8
Total number of students tested	61	125	124	155	154	162	130

Given that the observed overall score of 80% > the stated benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though the outcome was met, the faculty member believes that student learning can be improved by:

Fall 2023

16-week online: Improve notes and chapter questions that focus on this outcome (two) with a specific focus on globalization

Spring 2024

8-week online: Implement better study and reading guides due to the shortened semester.

Attached Files

[Fall 2023 online 16-week.pdf](#)

[Spring 2024 online 8-week.pdf](#)

RELATED ITEM LEVEL 1

23-24 Completion of GE English Composition from College Reading (UNIV 0008)

Objective Number: 2.56 GE English after DE Reading

Start: 11/1/2023

End: 10/31/2024

Progress: Canceled

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Developmental students will successfully register and complete their first general education English composition course after completing developmental education (DE) reading.

Section 2: Assessment/Evaluation/Measures/Strategies:

This indirect assessment of student learning is calculated by generating the success rate (D or higher) in the first GE English composition course after successfully completing the DE reading course (UNIV 0008) with a C or better. The report tabulates the various metrics from DE reading course (UNIV 0008) through the first GE English composition course (ENGL 1001) **regardless whether a student took the courses face-to-face (LSUE or off-site) or online.** The National Center for Education Statistics (NCES) provides the methodology and benchmark. The research examines students entering in a given year and then reports whether or not they have earned college level credits in a six-year time span (150% of a four-year degree). As a result, new first-time students entering in AY 2016-2017 will be examined during this assessment cycle.

Benchmarks established by the NCES using the total: This includes students completing the DE reading course (student obtains a C or higher in UNIV 0008):

- 85.3% enrolled in the first college level GE English composition course.
- 77.5% earned credit from the first GE English composition course (D or higher).

Note: The Louisiana Board of Regents has no reading requirement for enrollment in college in the State of Louisiana.

Citation for the NCES Document is: Chen, X. (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 15, 2018 from <http://nces.ed.gov/pubsearch> (see "completed all" in Table 4).

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

This objective is cancelled given that no developmental courses may be offered in the state of Louisiana.

Section 4: Improvement Plan/ Changes Made:

n/a

General Education 6. Art

General Education Description:

An LSU Eunice graduate will demonstrate an aesthetic and historical understanding of the arts.

Start: 11/1/2023

End: 10/31/2024

Progress: Completed

Providing Department: Academic Affairs

GENERAL EDUCATION OBJECTIVES-----

RELATED ITEM LEVEL 1

23-24 GE-Art History

Objective Number: 2.61 Art History**Start: 11/1/2023****End: 10/31/2024****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 the 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,
- LSU Alexandria,
- Online full-term (16-week),

- Online accelerated (8-week),
- Dual Enrollment High Schools < 50% of a program, and
- Ochsner Lafayette General Orthopedic Hospital.

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 2022-2023, this objective was delayed due to Accreditation. The overall was

For AY 2023-2024, there were 278 students enrolled in the two art courses on census day for fall 2023 and spring 2024 with 262 (94.2%) being assessed for student learning (see Table 1). High school dual enrollment < 50% of a program scored the highest overall score at 98% with 8-week online following behind at 90%. LSU face-to-face was next at 88%, then 16-week online at 88%. For the overall weighted scores students scored 90% for the combined weighted overall, then 90% for outcome 1, 93% for outcome 2, and 87% for outcome 3. The faculty are recognized for their hard work in achieving high scores for all outcomes. Please note that no course sections were offered at any other off-campus instructional location; therefore, those sites have been removed from Table 1.

Table 1. Art History SLO Results by Site AY 2023-2024 in Percentages.					
Art History SLO Description	Overall	LSUE FF	Online 16-Wk	Online 8-Wk	Dual Enr < 50%
Overall	90	88	87	90	98
1. Locate works of art within historical periods, cultures, and styles	90	88	87	90	97
2. Recognize Important examples of art and architecture	93	89	92	94	99
3. Demonstrate an understanding of the relationship between art and society	87	86	81	87	98
Total number of students tested	262	59	77	89	37
Total number of sections	14	4	3	4	3
Total number of students enrolled on census days	278	55	89	97	37

The longitudinal data presented in Table 2 presents the data from the time that SLOs were changed in the course in AY 2020-2021. Table 2 shows that AY 2023-2024 students performed similarly to those from AY 2022-2023. In addition, the AY 2023-2024 students outperformed the four-year mean scores for the overall and each outcome.

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	Mean
Overall	82	85	90	90	86.8
1. Locate works of art within historical periods, cultures, and styles	81	82	91	90	86.0
2. Recognize Important examples of art and architecture	92	90	92	93	91.7
3. Demonstrate an understanding of the relationship between art and society	71	84	87	87	82.2
Total number of students tested	140	253	255	262	228

Given that the observed overall score of 90% > the established benchmark of 70%, this outcome is met.

Section 4: Improvement Plan/ Changes Made:

Even though faculty met the benchmark, they believe student learning can be improved by the following:

Fall 2023 (all ART 1440)

LSUE face-to-face: provide study guides and timelines.

16-week online: encourage students to use flashcards to prepare for tests.

High school dual enrollment: ask students to present their work to the class.

Spring 2024

Art 1441 8-week online: encourage students to review and set a time to study.

Attached Files

[Fall 2023 ART 1440 Online.pdf](#)

[Fall 2023 ART 1440 face-to-face.pdf](#)

[FALL 2023 ART 1440 HS Dual Enrollment.pdf](#)

[Spring ART 1441 8-week online.pdf](#)

RELATED ITEM LEVEL 1
23-24 GE-Art (Music Appreciation)

Objective Number: 2.62 Music Appreciation

Start: 11/1/2023

End: 10/31/2024

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

These three student learning outcomes are based on the outcomes given in the syllabus for MUS 1751 (Music Appreciation - see below).

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

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 **Director of IE's note:** This data is not yet benchmarked. LSU Eunice became an Achieving the Dream Institution in January 2021. The Director of IE is using the proportion of student success within ± 5 percentage points of the proportion registered as being typical variability. Success is based on the students earning a grade of A, B, C, or P (for pass) only. Note that this is first year that MUS 1751 was included as one of the top ten courses with the highest student enrollment.

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

For AY 2022-2023, this objective was delayed due to Accreditation.

For AY 2023-2024, there were 443 students enrolled in MUS 1751 for the fall 2023 and spring 2024 semesters on census days. A total of 428 (96.6%) of the students were assessed for learning (see Table 1). Table 1 indicates that 16-week online students performed the highest at 89%, then high school dual enrollment < 50% of a program at 87% followed by 8-week online at 83%. The overall weighted averages shows that the students scored 88% overall, 92% on outcome 1, 85% on outcome 2, and 86% on outcome 3. Note that Table 1 represents all sections offered; there were no face-to-face sections offered other than those at dual enrollment sites.

History SLO Description	Overall	Online 16-Wk	Online 8-Wk	Dual Enroll < 50%
Overall	88	89	83	87
1. Vocabulary	92	93	91	91
2. Effect of music society and history	85	85	82	86
3. Identify major music style periods	86	88	82	81
Total Number of Students:	428	294	77	57
Total Number of Sections:	15	9	4	2
Total number of students enrolled	443	310	76	57

Next, Table 2 presents the longitudinal data from the time the student learning outcomes changed in AY 2020-2021. Compared to AY 2022-2023, the AY 2023-2024 students scored slightly higher overall because of an increase in performance for outcome 3 from 69% to 86%. In addition, the scores for AY 2023-2024 all exceed the averages for the four-year time period.

Table 2. MUS 1751 Longitudinal Data as Percentages.					
MUS 1751 SLO Description	20-21	21-22	22-23	23-24	Mean
Overall	86	85	86	88	86.2
1. Vocabulary	92	90	92	92	91.5
2. Effect of music society and history	84	84	84	85	84.2
3. Identify major music style periods	81	80	69	86	78.9
Total number of students tested	333	405	376	428	386

Achieving the Dream Demographic Information As noted above, LSU Eunice became an Achieving the Dream institution in 2021. MUS 1751 success rates (A, B, C, and P only) were examined using demographic data because the course is one of the top ten courses with the highest enrollment for AY 2023-2024. The demographic data includes success for Ethnicity, gender, and socioeconomic status using whether or not students received a Pell Grant.

Note: the numbers of students in this section will differ from the number in the section above on outcomes because summer is included in this section where it is not in the section above.

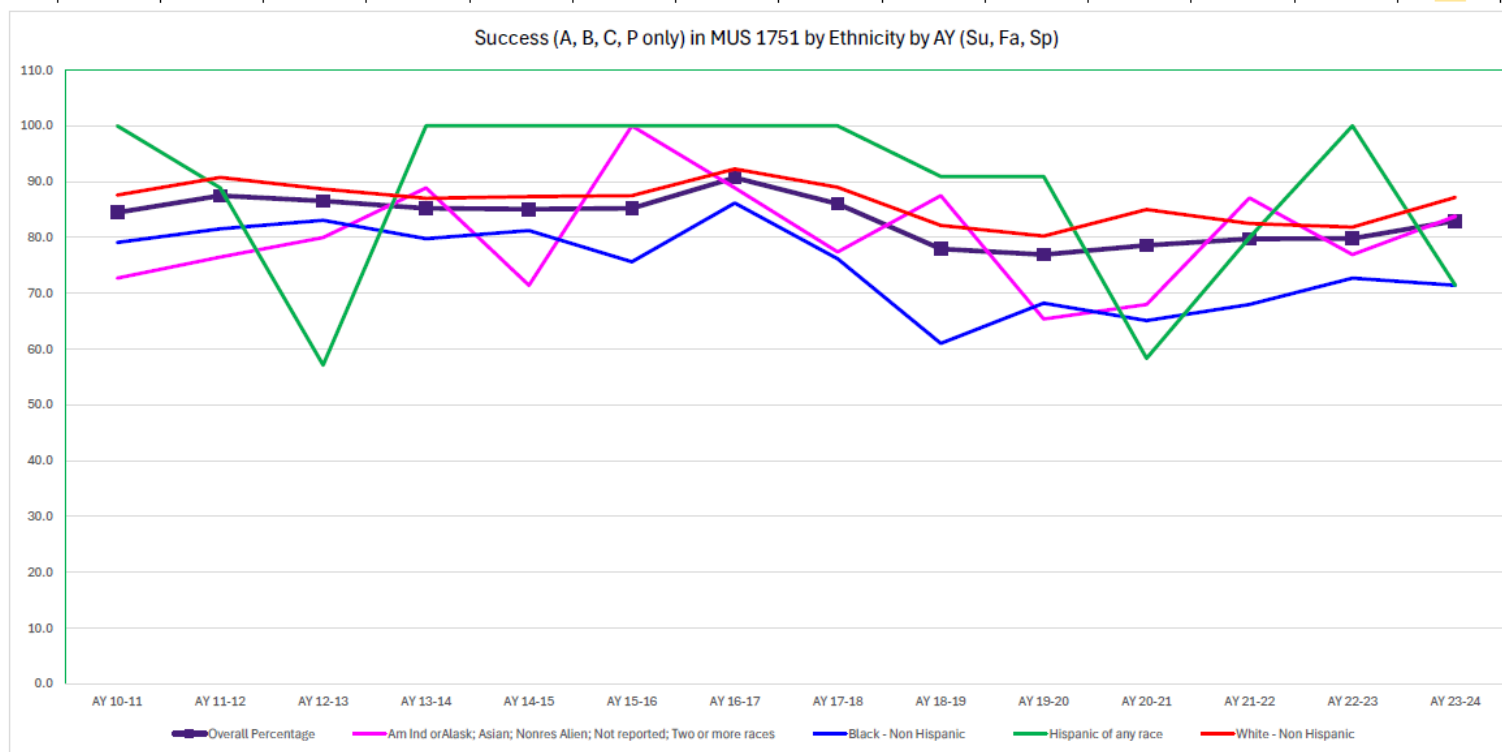
For AY 2023-2024, the overall success rate for MUS 1751 was 83.0% taken from those successful (A, B, C, or P = 414 divided by the total registered on census days = 499 (see Table 1). For Ethnicity, most groups had low ns so no comparison was made; however, Black (non-Hispanic) students underperformed at 71.4% while White (non-Hispanic) students performed within the +5 variance at 87.2%.

Table 3. MUS 1751 (Music Appreciation) Summary

Frequency and Percentage of Enrollment in MUS 1751 by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	3	1.3	4	1.5	2	0.6	1	0.3	2	0.6	3	1.0	1	0.3	2	0.4	0	0.0	2	0.4	3	0.8	4	0.8	5	1.1	4	0.8	36	0.7
Asian	0	0.0	3	1.1	1	0.3	1	0.3	0	0.0	0	0.0	2	0.5	3	0.7	1	0.2	3	0.6	2	0.5	5	1.0	6	1.3	5	1.0	32	0.6
Black - Non Hispanic	67	28.9	65	24.6	65	20.8	94	27.2	96	29.8	78	25.1	94	24.9	84	18.6	118	21.9	107	22.9	86	22.5	100	20.9	88	19.3	112	22.4	1254	23.1
Hispanic of any race	1	0.4	9	3.4	7	2.2	3	0.9	7	2.2	5	1.6	6	1.6	9	2.0	11	2.0	11	2.4	12	3.1	5	1.0	4	0.9	14	2.8	104	1.9
Native Hawaiian /Pacific Island	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.4	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
Nonresident Alien	1	0.4	1	0.4	2	0.6	0	0.0	0	0.0	2	0.6	4	1.1	4	0.9	0	0.0	4	0.9	1	0.3	2	0.4	1	0.2	0	0.0	22	0.4
Not Reported	3	1.3	6	2.3	2	0.6	3	0.9	4	1.2	2	0.6	5	1.3	8	1.8	6	1.1	6	1.3	10	2.6	6	1.3	12	2.6	11	2.2	84	1.5
Two or More Races	4	1.7	3	1.1	3	1.0	4	1.2	8	2.5	5	1.6	6	1.6	14	3.1	17	3.1	9	1.9	9	2.3	14	2.9	15	3.3	17	3.4	128	2.4
White - Non Hispanic	153	65.9	173	65.5	230	73.7	239	69.3	205	63.7	216	69.5	259	68.7	327	72.5	387	71.7	324	69.2	260	67.9	343	71.6	325	71.3	336	67.3	3777	69.4
Totals	232	100.0	264	100.0	312	100.0	345	100.0	322	100.0	311	100.0	377	100.0	451	100	540	100.0	468	100	383	100.0	479	100.0	456	100	499	100	5439	100
Overall Success (A, B, C, P [Pass]) in MUS 1751 by Ethnicity by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	196		231		270		294		274		265		342		388		421		360		301		382		364		414		4502	
Total Number of Students	232		264		312		345		322		311		377		451		540		468		383		479		456		499		5439	
Overall Percentage	84.5		87.5		86.5		85.2		85.1		85.2		90.7		86.0		78.0		76.9		78.6		79.7		79.8		83.0		82.8	
Success (A, B, C, P [Pass]) in MUS 1751 by Ethnicity Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Am Indian or Alaskan	2	66.7	3	75.0	1	50.0	1	100.0	0	0.0	3	100.0	1	100.0	2	100.0	0	####	1	50.0	2	66.7	3	75.0	4	80.0	4	100.0	27	75.0
Asian	0	####	2	66.7	1	100.0	1	100.0	0	####	0	####	2	100.0	3	100.0	1	100.0	2	66.7	1	50.0	5	100.0	5	83.3	4	80.0	27	84.4
Black - Non Hispanic	53	79.1	53	81.5	54	83.1	75	79.8	78	81.3	59	75.6	81	86.2	64	76.2	72	61.0	73	68.2	56	65.1	68	68.0	64	72.7	80	71.4	930	74.2
Hispanic of any race	1	100.0	8	88.9	4	57.1	3	100.0	7	100.0	5	100.0	6	100.0	9	100.0	10	90.9	10	90.9	7	58.3	4	80.0	4	100.0	10	71.4	88	84.6
Native Hawaiian /Pacific Island	0	####	0	####	0	####	0	####	0	####	0	####	0	####	0	####	0	####	1	50.0	0	####	0	####	0	####	0	####	1	50.0
Nonresident Alien	0	0.0	1	100.0	2	100.0	0	####	0	####	2	100.0	3	75.0	2	50.0	0	####	2	50.0	1	100.0	2	100.0	1	100.0	0	####	16	72.7
Not Reported	3	100.0	6	100.0	2	100.0	3	100.0	3	75.0	2	100.0	4	80.0	7	87.5	5	83.3	4	66.7	6	60.0	5	83.3	9	75.0	9	81.8	68	81.0
Two or More Races	3	75.0	1	33.3	2	66.7	3	75.0	7	87.5	5	100.0	6	100.0	10	71.4	15	88.2	7	77.8	7	77.8	12	85.7	11	73.3	14	82.4	103	80.5
White - Non Hispanic	134	87.6	157	90.8	204	88.7	208	87.0	179	87.3	189	87.5	239	92.3	291	89.0	318	82.2	260	80.2	221	85.0	283	82.5	266	81.8	293	87.2	3242	85.8
Totals	196	84.5	231	87.5	270	86.5	294	85.2	274	85.1	265	85.21	342	90.7	388	86.0	421	78.0	360	76.9	301	78.6	382	79.7	364	79.82	414	82.97	4502	82.77

Table 3. MUS 1751 (Music Appreciation) Summary

Overall Success (A, B, C, P [Pass]) in MUS 1751 by Ethnicity by Academic Year (Su, Fa, Sp)															
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	84.5	87.5	86.5	85.2	85.1	85.2	90.7	86.0	78.0	76.9	78.6	79.7	79.8	83.0	82.8
Am Ind orAlask; Asian; Nonres Alien; Not reported; Two or more races	72.7	76.5	80.0	88.9	71.4	100.0	88.9	77.4	87.5	65.4	68.0	87.1	76.9	83.8	79.6
Black - Non Hispanic	79.1	81.5	83.1	79.8	81.3	75.6	86.2	76.2	61.0	68.2	65.1	68.0	72.7	71.4	74.2
Hispanic of any race	100.0	88.9	57.1	100.0	100.0	100.0	100.0	100.0	90.9	90.9	58.3	80.0	100.0	71.4	84.6
White - Non Hispanic	87.6	90.8	88.7	87.0	87.3	87.5	92.3	89.0	82.2	80.2	85.0	82.5	81.8	87.2	85.8



Prepared by The Office of Institutional Effectiveness and Accreditation on 2/7/2025 at 9:15 AM.

For gender, both groups performed within the ± 5 percentage point variance (see Table 4). Finally, using Pell grant eligibility for socioeconomic status, those without a Pell grant performed within ± 5 percentage point while those with a Pell grant underperformed at 77.2% (see Table 5).

Table 4. MUS 1751 (Music Appreciation) Summary

Frequency and Percentage of Enrollment in MUS 1751 by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	162	69.8	193	73.1	229	73.4	248	71.9	242	75.2	235	75.6	281	74.5	324	71.8	393	72.8	333	71.2	291	76.0	360	75.2	323	70.8	351	70.3	3965	72.9
Male	70	30.2	71	26.9	83	26.6	97	28.1	80	24.8	76	24.4	96	25.5	127	28.2	147	27.2	135	28.8	92	24.0	119	24.8	133	29.2	148	29.7	1474	27.1
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	232	100.0	264	100.0	312	100.0	345	100.0	322	100.0	311	100.0	377	100.0	451	100	540	100.0	468	100	383	100.0	479	100.0	456	100	499	100	5439	100
Overall Success (A, B, C, P [Pass]) in MUS 1751 by Gender by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Overall AY Success (A, B, C, P)	196		231		270		294		274		265		342		388		421		360		301		382		364		414		4502	
Total Number of Students	232		264		312		345		322		311		377		451		540		468		383		479		456		499		5439	
Overall Percentage	84.5		87.5		86.5		85.2		85.1		85.2		90.7		86.0		78.0		76.9		78.6		79.7		79.8		83.0		82.8	
Success (A, B, C, P [Pass]) in MUS 1751 by Gender Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female	138	85.2	170	88.1	203	88.6	216	87.1	209	86.4	204	86.8	255	90.7	277	85.5	318	80.9	262	78.7	234	80.4	287	79.7	260	80.5	286	81.5	3319	83.7
Male	58	82.9	61	85.9	67	80.7	78	80.4	65	81.3	61	80.3	87	90.6	111	87.4	103	70.1	98	72.6	67	72.8	95	79.8	104	78.2	128	86.5	1183	80.3
Totals	196	84.5	231	87.5	270	86.5	294	85.2	274	85.1	265	85.21	342	90.7	388	86.0	421	78.0	360	76.9	301	78.6	382	79.7	364	79.82	414	82.97	4502	82.77

Table 4. MUS 1751 (Music Appreciation) Summary

Overall Success (A, B, C, P [Pass]) in MUS 1751 by Gender by Academic Year (Su, Fa, Sp)

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	84.5	87.5	86.5	85.2	85.1	85.2	90.7	86.0	78.0	76.9	78.6	79.7	79.8	83.0	82.8
Female	85.2	88.1	88.6	87.1	86.4	86.8	90.7	85.5	80.9	78.7	80.4	79.7	80.5	81.5	83.7
Male	82.9	85.9	80.7	80.4	81.3	80.3	90.6	87.4	70.1	72.6	72.8	79.8	78.2	86.5	80.3

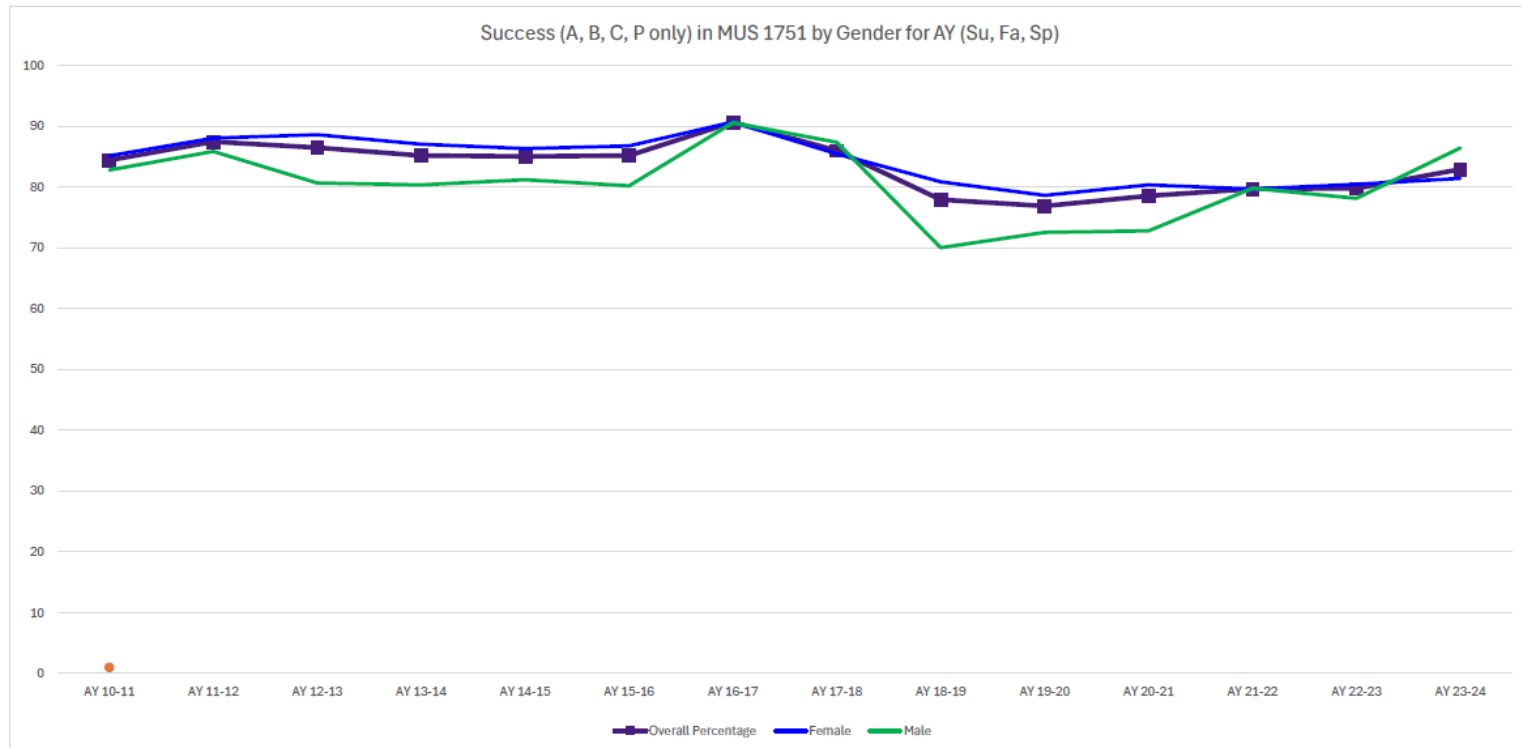
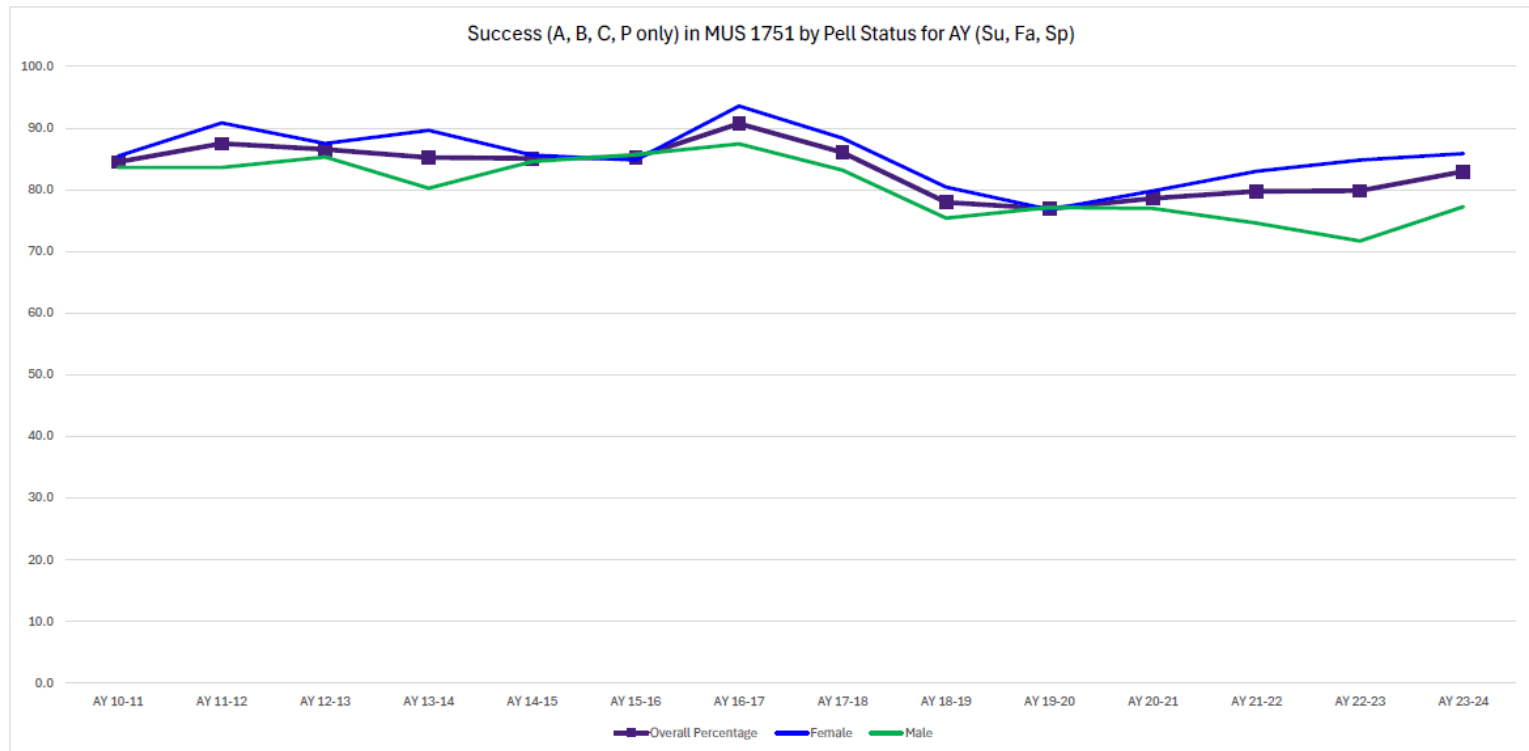


Table 5. MUS 1751 (Music Appreciation) Summary

Frequency and Percentage of Enrollment in MUS 1751 by Pell Status by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell - No	110	47.4	142	53.8	176	56.4	183	53.0	160	49.7	171	55.0	202	53.6	249	55.2	276	51.1	267	57.1	218	56.9	294	61.4	283	62.1	332	66.5	3063	56.3
Pell - Yes	122	52.6	122	46.2	136	43.6	162	47.0	162	50.3	140	45.0	175	46.4	202	44.8	264	48.9	201	42.9	165	43.1	185	38.6	173	37.9	167	33.5	2376	43.7
Totals	232	100.0	264	100.0	312	100.0	345	100.0	322	100.0	311	100.0	377	100.0	451	100	540	100.0	468	100	383	100.0	479	100.0	456	100	499	100	5439	100
Overall Success (A, B, C, P [Pass]) in MUS 1751 by Pell Status by Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
Overall AY Success (A, B, C, P)	196		231		270		294		274		265		342		388		421		360		301		382		364		414		4502	
Total Number of Students	232		264		312		345		322		311		377		451		540		468		383		479		456		499		5439	
Overall Percentage	84.5		87.5		86.5		85.2		85.1		85.2		90.7		86.0		78.0		76.9		78.6		79.7		79.8		83.0		82.8	
Success (A, B, C, P [Pass]) in MUS 1751 by Pell Status Based on the Proportion Enrolled for the Academic Year (Su, Fa, Sp)																														
Description	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19		AY 19-20		AY 20-21		AY 21-22		AY 22-23		AY 23-24		Totals	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Pell - No	94	85.5	129	90.8	154	87.5	164	89.6	137	85.6	145	84.8	189	93.6	220	88.4	222	80.4	205	76.8	174	79.8	244	83.0	240	84.8	285	85.8	2602	84.9
Pell - Yes	102	83.6	102	83.6	116	85.3	130	80.2	137	84.6	120	85.7	153	87.4	168	83.2	199	75.4	155	77.1	127	77.0	138	74.6	124	71.7	129	77.2	1900	80.0
Totals	196	84.5	231	87.5	270	86.5	294	85.2	274	85.1	265	85.21	342	90.7	388	86.0	421	78.0	360	76.9	301	78.6	382	79.7	364	79.82	414	82.97	4502	82.77

Table 5. MUS 1751 (Music Appreciation) Summary

Overall Success (A, B, C, P [Pass]) in MUS 1751 by Pell Status by Academic Year (Su, Fa, Sp)															
	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Totals
Overall Percentage	84.5	87.5	86.5	85.2	85.1	85.2	90.7	86.0	78.0	76.9	78.6	79.7	79.8	83.0	82.8
Female	85.5	90.8	87.5	89.6	85.6	84.8	93.6	88.4	80.4	76.8	79.8	83.0	84.8	85.8	84.9
Male	83.6	83.6	85.3	80.2	84.6	85.7	87.4	83.2	75.4	77.1	77.0	74.6	71.7	77.2	80.0



Summary

Given that the overall observed score of 88% > the established benchmark of 70%, this outcome is met.

Attached Files

[MUS 1751 ATD Demographics AY 23-24.pdf](#)

Section 4: Improvement Plan/ Changes Made:

Even though the faculty met the 70% benchmark, they feel student learning can be improved by (see PDF files below):

Fall 2023

16-week online: implement additional learning aids and encourages to participate.

8-week online: have students create and share study guides and incorporate You Tube videos into the course.

Spring 2024:

High school dual enrollment: Faculty member describes the least successful SLO question and that he expects to spend more time on this topic in class.

Attached Files

[Fall 2023 8-wk online.pdf](#)

[Fall 2023 16-wk online.pdf](#)

[Spring 2024 HS dual enrollment.pdf](#)

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X. AY 2023-2024 Digital Literacy Skills

April 25, 2025

LSU Eunice became a member of Achieving the Dream in 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 were 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 Integrated Learning Center Committee (ILCC) was formed in spring 2022 to meet the goals of the initiative. The committee first set out to reimagine a student success center to include

1. Academic Advising for all new students (students are transferred to faculty advisors after 30 hours are completed),
2. Tutoring,
3. Disability Services, and
4. Pathways to Success students

to increase success rates and close equity gaps based on evidence indicating lower success rates, in part, related to remote learning during Covid 19. At the same time, the committee began examining digital literacy and the skills required of LSU Eunice graduates in the digital economy. The ILCC completed the student success work rather quickly and began focusing on digital literacy skills in fall 2022 and spring 2023. Working with the Achieving the Dream coaches and having several starts and stops along with countless meetings, The Digital Skills Committee, a subcommittee of the ILCC, developed a plan to articulate LSU Eunice's digital skills requirements in spring 2023; however, the committee was unable to move forward until after the completion of the SACSCOC 10th Year Reaffirmation visit in fall 2023.

Upon the completion of the accreditation work in fall 2023, 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 in early spring 2024. Program 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 the transfer degrees. The same process was followed in that the program coordinators were asked to articulate the skills and the methodology that could be used to assess them.

Once all of the programs were completed, the Office of Institutional Effectiveness and Accreditation began working on the digital literacy skills for all students and for the transfer degrees. Building upon what was learned from the individual program and searching the courses

taken by most students, the Office of Institutional Effectiveness 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 that will be taken when assessment begins in spring 2025 for AY 2024-2025.

LSU Eunice Strategic Goals

Start: 11/01/2023

End: 10/31/2024

Progress: Ongoing

23-24 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

Related Academic Affairs Goal

AA ATD 23-24 Prepare students for and connecting them to careers in the digital economy.

Goal Number: 1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

Provided By: Academic Affairs

Budget Information: none (existing)

RELATED ITEM LEVEL 1-----

Orientation

ARSC Digital Skills 23-24 Orientation

Objective Number: 1.0 Orientation

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

Upon the completion of a degree or certificate, students, at minimum, will demonstrate the process of navigating a website.

1. Navigating a Website - the specific Competencies are but are not limited to:

Section 2: Assessment/Evaluation/Measures/Strategies

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 using a quiz at orientation.

Note that there is no minimal performance percentage because the orientation leaders walk through the quiz with the students as a group.

Tentative Benchmark: ≥ 675

Rationale: Benchmark is based on Summer 2023, Fall 2023, and Spring 2024 actual attendance.

Section 3: Assessment/Evaluation Results

For AY 2023-2024, this objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made

n/a

RELATED ITEM LEVEL 1-----

Orientation to University Studies

ARSC Digital Skills 23-24 Orientation to University Studies (UNIV 1005)

Objective Number: 1.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

Provided By: Division of Arts and Sciences

Section 1: Objective With Intended Outcomes:

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. 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.

2. 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.

3. 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.

4. 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Digital Skills Written Communication

ARSC Digital Skills 23-24 Writing Essays (ENGL 1001)

Objective Number: 1.2

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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: ≥ 70%. Rationale: 70% is the lowest average grade that will transfer.

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

For AY 2023-2024, this objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Information Literacy

ARSC Digital Skills 23-24 Information Literacy Skills (ENGL 1002)

Objective Number: 1.3

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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.).

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: $\geq 70\%$. Rationale: 70% is the lowest average grade that will transfer.

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

For AY 2023-2024, this objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Speech Communication and Conferencing

ARSC Digital Skills 23-24 Presentation Video Conferencing (CMST 1061)

Objective Number: 1.4

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 a 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 applications (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) using student learning outcome three. 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Numerical Data and Calculator Usage

ARSC Digital Skills 23-24 Numerical Data and Calculator Usage (MATH)

Objective Number: 1.5

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Care and Development of Young Children (AS)

CDYC 23-24 Digital Skills

Objective Number: 1.6

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Accounting Technology, Account Clerk (CTS)

ATC 23-24 (CTS) Digital Skills

Objective Number: 2.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Computer Information Technology (AAS)

CIT 23-24 (AAS) Digital Skills

Objective Number: 3.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Diagnostic Medical Sonography (AAS)

DMS 23-24 (AAS) Digital Skills

Objective Number: 4.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 DMS1091 is only offered in the Fall semester, DMS2092 is only offered in the Spring semester, and DMS2093 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Health Sciences (AS)

HS 23-24 (AS) Digital Skills

Objective Number: 5.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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:

1. write a report using word processing software.
2. create presentations.
3. perform research related to the health sciences.
4. 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.
 - a. 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.
 - b. 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:
 - c. Select the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - d. Construct and implement efficient and effectively designed search strategies.
 - e. Retrieve information online or in person using a variety of methods.
 - f. Refine the search strategy if necessary.
 - g. 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Human Resources Management (CTS)

HRM 23-24 (CTS) Digital Skills

Objective Number: 6.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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:

1. digital tools needed for supervisory roles.
2. microcomputer applications.
3. information technology to manage personnel.

Section 2: Assessment/Evaluation/Measures/Strategies:

The digital skills will be assessed in:

1. MGMT 2251: Supervision – Assessment will take place using homework and exams. Skills include, but are not limited to the use of:
 - a. virtual communication
 - b. 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Management (AAS)

MGMT 23-24 (AAS) Digital Skills**Objective Number: 7.1****Start: 11/1/2023****End: 10/31/2024****Progress: Ongoing****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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Medical Billing and Coding (CTS)

MBC 23-24 (CTS) Digital Skills

Objective Number: 8.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 is 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Nursing (ASN)

ASN 23-24 Digital Skills

Objective Number: 9.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 1130: Nursing Concepts I and NURS 2350: Transition Course for Articulating LPN - RN Students
3. NURS 1130: Nursing Concepts I
4. NURS1135: Nursing Clinical Practice I and NURS 1235: Nursing Clinical Practice II
5. 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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Criminal Justice (AS)

CJ 23-24 (AS) Digital Skills**Objective Number: 10.1****Start: 11/1/2023****End: 10/31/2024****Progress: Ongoing****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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Fire & Emergency Services (AAS) and Fire Service Technology (CTS)

FES/FST 23-24 (AAS/CTS) Digital Skills

Objective Number: 11.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Radiologic Technology (AS)

RADT 23-24 (AS) Digital Skills

Objective Number: 12.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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.

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Respiratory Care (AS)

RC 23-24 (AS) Digital Skills

Objective Number: 13.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

Provided By: Respiratory Care (AS)

Section 1: Objective With Intended Outcomes:

Upon the completion of the 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:

RC 2016: Conference and Clinical Experience II - Preclinical performance and evaluation.

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a

RELATED ITEM LEVEL 1-----

Surgical Technology (AS)

ST 23-24 (AAS) Digital Skills

Objective Number: 14.1

Start: 11/1/2023

End: 10/31/2024

Progress: Ongoing

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 objective was finalized with Achieving the Dream and benchmarked.

Section 4: Improvement Plan/ Changes Made:

n/a