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A Strategy to Comply with Standard 8.1: Public Disclosure of Student Achievement

Dr. Paul Fowler
Office of Institutional Effectiveness and Accreditation
Louisiana State University at Eunice
www.lsue.edu/ie or www.lsue.edu/sacscoc
Session CS-54

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Objectives for Today's Session

(Keep in mind that 8.1 Responses are Institution Specific)

- Answer why this topic is important
 - Standard 8.1 is a Core Requirement
 - Noncompliance leads to [sanction \(warning or probation\)](#)
 - Public Disclosure
- Examine differences between 2012 and 2018 Principles of Accreditation (POA)
- Understand what is required in 2018 POA
- Address confusion and how to organize the institution response

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How many of you

- Are new to accreditation?
- Are an off-site reviewer?
- Are an on-site reviewer?
- Have a Tenth-Year Reaffirmation Site Visit coming up shortly?

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2012 – 4.1 Student Achievement

- The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

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Institutional Obligations for Public Disclosure (2014, 2017, 2018)

- “The institution publishes statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.”

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2018 – 8.1 Student Achievement

- The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

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Comparison

<p>4.1</p> <ul style="list-style-type: none"> • Standard <ul style="list-style-type: none"> – Consistent with mission – Criteria with examples • Notes <ul style="list-style-type: none"> – Criteria – Threshold of acceptability 	<p>8.1</p> <ul style="list-style-type: none"> • Standard <ul style="list-style-type: none"> – Consistent with mission, students served, or programs offered – Goals and outcomes – Multiple measures – Published • Notes <ul style="list-style-type: none"> – Institution specific – must justify – Criteria identified & published – Goals/outcomes must be identified – Thresholds of acceptability defined – Data presented & evaluated – Identify data source
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Summary of 8.1 (must be published)

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    graph TD
      A[Institutional Mission, Goals or Strategic Goals] --> B[Goals and/or Outcomes]
      A --> C[Criteria for Assessment with Rationale]
      B --> D[Expected Level of Achievement with Rationale  
(Threshold of Acceptability)]
      C --> D
      D --> E[Data with Source]
      E --> F[Evaluation of Data]
  
```

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Note on Standard 8.1 from POA

- From page 190 – “An institution is not required to report separate student achievement data by location of instruction or by mode of instruction. However, it should be clear from narratives how these sites and modes are incorporated into broader institutional statistics and into outcomes assessment measures.
- Institutions with multiple sites or with a broad array of distance learning programs may find it helpful to consider location or mode of delivery as a key variable in developing ways to use assessment results for program improvement.”

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Additional Note on Standard 8.1 (Dr. Wheelan's email from 8-15-18)

- “We ask that institutions include a discussion of student success dynamics on the selected key completion indicator in the Compliance Certification and in the Fifth-Year Interim Report as a part of their response to Core Requirement (CR) 8.1 (Student achievement) of the Principles of Accreditation (2018).
- Evaluation committees will use this information as contextual reference points to inform their reviews of institutional cases for compliance with CR 8.1.”

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Survey of a Random Sample of SACSCOC Institutions

- Total Number of members: 793 (Accredited and Candidate List June, 2018)
- Total number of public members: 479
- Number in survey: 91 (11.5% of membership and 19.0% of the public members)
- Accessed 60 (65.9%) of the 91 public members' student achievement sites through SACSCOC Membership Database
- **Oops – 31 (34.1%) of the 91 public members surveyed may not be in compliance with a Core Requirement.**

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Access to Student Achievement Site from SACSCOC Database?

Level	Yes	No	Redirect	Total
1 (Associate Degree)	30	14	2	46
2 (Baccalaureate Degree)	9	3	0	12
3 (Master's Degree)	4	2	1	7
4 (Master's & Educ Specialist)	0	1	0	1
5 (3 or fewer Doctoral Degrees)	6	3	1	10
6 (4 or more Doctoral Degrees)	11	4	0	15
Totals	60	27	4	91

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Format for 60 Members Accessed

Level	Web-Based	PDF	Mixed	Total
1 (Associate Degree)	12	12	6	30
2 (Baccalaureate Degree)	4	2	3	4
3 (Master's Degree)	2	2	--	4
4 (Master's & Educ Specialist)	--	--	--	--
5 (3 or fewer Doctoral Degrees)	6	--	--	6
6 (4 or more Doctoral Degrees)	2	5	--	11
Totals	30	21	9	60
	50%	35%	15%	

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Results

Description	Level 1 (n = 30)	Level 2-6 (n = 30)	Total (n = 60)
Student Achievement based on	--	--	--
Mission	8	11	19 (32%)
Institutional Goals	5	3	8 (13%)
Strategic Plan	7	6	13 (22%)
Graduation rates	30	23	53 (88%)
Retention	25	20	45 (75%)
Licensures	20	17	37 (62%)
Placement rates	15	17	32 (53%)
Number of degrees awarded	12	16	28 (47%)
Enrollment ??	16	11	27 (45%)

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Results (continued)

Description	Level 1 (n = 30)	Level 2-6 (n = 30)	Total (n = 60)
Course completion	18	6	24 (40%)
Developmental course completion	13	0	13 (22%)
Student satisfaction	2	5	7 (12%)
SLO results	2	3	5 (8%)
Number of dual credit students	4	0	4 (7%)
Faculty job satisfaction ??	0	2	2 (3%)
Extension Programs	0	2	2 (3%)
College preparatory courses	1	0	1 (2%)
Diversity	1	0	1 (2%)

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LSU Eunice's Approach

- Keep in mind that LSU Eunice is a Level 1, two-year, open admissions community college.
- Mission is typical for a two-year institution
- Strategic goals – To serve the citizens of Louisiana and position the University strategically, LSU Eunice seeks to
 1. Increase access
 2. Increase success
 3. Increase partnerships
 4. Demonstrate a culture of continuous improvement

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LSU Eunice – Criteria

- Available at www.lsue.edu/sacscoc
- Enrollment
- Retention
- Degree and certificates awarded
- Licensures
- Employment
- Developmental education outcomes
- General education outcomes

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LSU Eunice – Example Enrollment

- Enrollment Management seeks to increase overall enrollment at LSUE

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result
★ Student headcount	Internal reports from Institutional Research	★ ELA ¹ = 5% increase for FA 2016 over FA 2015 set by Chancellor based on the market environment	★ FA 2015 was 2,508 based on 14 th day enrollment	★ FA 2016 enrollment was 2,906 based on the 14 th day enrollment	★ Increase of 398 students is an 15.8% increase Since the observed value of 15.8% > the ELA of 5% Objective met

¹ Expected Level of Achievement throughout the document is abbreviated using ELA. 18

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LSU Eunice – Example Retention

- Increase Fall 2015 to Fall 2016 New First-Time Full-Time Student Retention

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result
Student headcount and headcount retained	Internal reports from Institutional Research for first-time full-time students on the 14 th day for fall 2015 and fall 2016. This data also includes students transferring in Louisiana	ELA = 68.22% retained based on a five year mean from Fall 2010-2011 to fall 2014-2015	For fall 2015, there were a total of 568 new first-time full-time students enrolled on the 14 th day	Of the 568, 323 (56.9%) returned to LSUE while 87 (15.3%) transferred to other institutions of higher education in the state of Louisiana.	Since the observed of 410 (72.2%) of the students were retained > the ELA of 68.22% Objective met

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LSU Eunice – Example Licensure

- Students will achieve a passing score on appropriate licensure exam for class of 2016

Metric and Program	AS, Radiologic Technology	AS, Nursing
Expected Level of Achievement (ELA)	ELA = 75% as an average of five years based on program accreditation standards	ELA = 85% based historical performance and the need for academic excellence
Number of Students	19	44
Most Current Data	LSUE Pass Rate = 89.5% (mean score = 86.3%) National Pass Rate = 87.2% (mean score = 83.3%)	LSUE Pass Rate = 86.4% State Pass Rate = 85.9% National Pass Rate = 81.7%
Objective Result	Observed score of 89.5% > ELA of 75%: Objective met	Observed score of 86.4% > ELA of 85%: Objective met

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LSU Eunice – Example GE Math

- GE Mathematics – Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curriculum. This objective is assessed by the student learning outcomes (SLOs) in Applied College Algebra and College Algebra (MATH 1015 and 1021).
- Upon the conclusion of College Algebra, the student will
 - Solve equations and inequalities algebraically and graphically.
 - Evaluate and interpret function values.
 - Graph functions.

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LSU Eunice – Example GE Math (Continued)

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result																				
MATH 1015 And MATH 1021 (Applied College Algebra & College Algebra)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	288 students in 20 sections for 1015 419 students in 24 sections for 1021	<table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>1015</th> <th>1021</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>73%</td> <td>74%</td> <td>72%</td> </tr> <tr> <td>SLO A</td> <td>70%</td> <td>72%</td> <td>66%</td> </tr> <tr> <td>SLO B</td> <td>77%</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>SLO C</td> <td>74%</td> <td>75%</td> <td>74%</td> </tr> </tbody> </table>		Overall	1015	1021	Overall	73%	74%	72%	SLO A	70%	72%	66%	SLO B	77%	75%	78%	SLO C	74%	75%	74%	Observed score of 73% > the ELA of 70% Objective met
	Overall	1015	1021																						
Overall	73%	74%	72%																						
SLO A	70%	72%	66%																						
SLO B	77%	75%	78%																						
SLO C	74%	75%	74%																						

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LSU Eunice – Example GE Math

SLO results for MATH 1015 only AY 16-17 as Percentages¹

MATH 1015 SLO Description	Overall	LSUE	Online	Accelerated	Modular
Overall	74	75	78	75	72
A. Solve Equations and Inequalities Algebraically and Graphically	72	70	84	74	74
B. Evaluate and Interpret Function Values	75	80	74	74	69
C. Graph Functions	75	77	75	76	71
Total number of sections	20	10	1	3	6
Total number of students tested	288	157	14	23	94

Note 1: No sections were offered to dual credit, LSU Lab School, or LSUA.

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In Summary...

- Use multiple measures
- Goals/Outcomes/criteria should be derived from your institution (mission, goals, or strategic goals, or students served)
- Thresholds of acceptability with rationale (expected level of achievement)
- Present data with source
- Evaluate data
- Publish
- Include a discussion of the selected key completion indicator (from email)
- Any questions?

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Linked to Strategic Goal 1: Access

Slide 18

1. Objective: Enrollment Management seeks to increase overall enrollment at LSUE:

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount	Internal reports from Institutional Research	ELA ¹ = 5% increase for FA 2016 over FA 2015 set by Chancellor based on the market environment	FA 2015 was 2,508 based on 14 th day enrollment	FA 2016 enrollment was 2,906 based on the 14 th day enrollment	Increase of 398 students is an 15.8% increase Since the observed value of 15.8% > the ELA of 5% Objective met	LSUE recruiters continue to visit high schools. Additional programs are being planned such as the AAS in Surgical Technology, the AAS in Diagnostic Medical Sonography, and the AAS in Pharmacy Technology.

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2. Objective: Increase Fall 2015 to Fall 2016 New First-Time Full-Time Student Retention

Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement
Student headcount and headcount retained	Internal reports from Institutional Research for first-time full-time students on the 14 th day for fall 2015 and fall 2016. This data also includes students transferring in Louisiana	ELA = 68.22% retained based on a five year mean from Fall 2010-2011 to fall 2014-2015 (see table below)	For fall 2015, there were a total of 568 new first-time full-time students enrolled on the 14 th day	Of the 568, 323 (56.9%) returned to LSUE while 87 (15.3%) transferred to other institutions of higher education in the state of Louisiana. ²	Since the observed of 410 (72.2%) of the students were retained > the ELA of 68.22% Objective met	Methodology to remain the same. Student Success Center to aid in the retention of students

¹ Expected Level of Achievement throughout the document is abbreviated using ELA.

² Data generated for this objective parallels LSUE Institutional Research reported to the Louisiana Board of Regents Statewide Student Profile System using students returning to LSUE and students known to have transferred to other institutions of higher education in the state of Louisiana.

Linked to Strategic Goal 2: Success

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1. Students will achieve a passing score on appropriate licensure exam for class of 2016:

Metric and Program	AS, Radiologic Technology	AS, Nursing	AS, Respiratory Care
Expected Level of Achievement (ELA)	ELA = 75% as an average of five years based on program accreditation standards	ELA = 85% based historical performance and the need for academic excellence	ELA = 80% based on program accreditation standards
Number of Students	19	44	12
Most Current Data	LSUE Pass Rate = 89.5% (mean score = 86.3%) National Pass Rate = 87.2% (mean score = 83.3%)	LSUE Pass Rate = 86.4% State Pass Rate = 85.9% National Pass Rate = 81.7%	LSUE Pass Rate = 100% (mean score = 106.9) National Pass Rate = 56.3% (mean score = 94.5)
Objective Result	Observed score of 89.5% > ELA of 75%: Objective met	Observed score of 86.4% > ELA of 85%: Objective met	Observed score of 100% > ELA of 80%: Objective met
Improvement	Discuss results with faculty and solicit input as needed.	Hold faculty workshops on enhancing teaching skills in the classroom, laboratory, and clinical setting	Monitor data to ensure this objective is met. No changes to curriculum.

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General Education Objectives Results from Student Learning Outcomes (results are from AY 2016-2017 unless noted):

7. General Education Outcome 2: An LSU Eunice graduate will use processes, procedures, data, or evidence to solve problems and make effective decisions (results are from AY 2016-2017 unless noted).

General Education Mathematics

Objective: Upon completion of math core requirements, transfer and associate degree students will demonstrate competency in mathematics as required by their curriculum. This objective is assessed by the student learning outcomes (SLOs) in Applied College Algebra and College Algebra (MATH 1015 and 1021), Plane Trigonometry (MATH 1022), Statistics (MATH 1425), and Pre-Calculus (MATH 1023). It is also assessed using ACT's Collegiate Assessment of Academic Proficiency (CAAP) Assessment upon the conclusion of Applied College Algebra (MATH 1015) and College Algebra (MATH 1021). SLOs for MATH 1015 and MATH 1021: Upon successful completion of Applied College Algebra or College Algebra, the student will

- A. Solve equations and inequalities algebraically and graphically.
- B. Evaluate and interpret function values.
- C. Graph functions.

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Assessment	Methodology	Expected Level of Achievement	Number of Students	Most Current SLO Data	Result	Improvement																				
MATH 1015 And MATH 1021 (Applied College Algebra & College Algebra)	SLOs directly assessed for all students taking the final exam	ELA = 70%: it is the lowest transferrable average grade	288 students in 20 sections for 1015 419 students in 24 sections for 1021	<table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>1015</th> <th>1021</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>73%</td> <td>74%</td> <td>72%</td> </tr> <tr> <td>SLO A</td> <td>70%</td> <td>72%</td> <td>69%</td> </tr> <tr> <td>SLO B</td> <td>77%</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>SLO C</td> <td>74%</td> <td>75%</td> <td>74%</td> </tr> </tbody> </table>		Overall	1015	1021	Overall	73%	74%	72%	SLO A	70%	72%	69%	SLO B	77%	75%	78%	SLO C	74%	75%	74%	Observed score of 73% > the ELA of 70% Objective met	No methodological changes planned. Faculty have updated the developmental education mathematics courses.
	Overall	1015	1021																							
Overall	73%	74%	72%																							
SLO A	70%	72%	69%																							
SLO B	77%	75%	78%																							
SLO C	74%	75%	74%																							

SLO results for MATH 1015 only AY 16-17 as Percentages

MATH 1015 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	74	75				78	75	72
A. Solve Equations and Inequalities Algebraically and Graphically	72	70				84	74	74
B. Evaluate and Interpret Function Values	75	80	none	none	none	74	74	69
C. Graph Functions	75	77				75	76	71
Total number of sections	20	10				1	3	6
Total number of students tested	288	157				14	23	94

SLO results for MATH 1021 (College Algebra) only AY 16-17 in percentages.

MATH 1021 SLO Description	Overall	LSUE	Dual Credit	LSUA	LSU Lab	Online	Accelerated	Modular
Overall	72	67	85	62		74	84	
A. Solve Equations and Inequalities Algebraically and Graphically	69	63	81	56	none	75	91	none
B. Evaluate and Interpret Function Values	78	76	89	70		71	72	
C. Graph Functions	74	67	91	63		72	84	
Total number of sections	24	12	4	4		3	1	
Total number of students tested	419	211	106	46		48	8	