

**Lamar State College - Orange (LSC-O)**

Submitted: March 1, 2024

**8.2.a** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs, (Student outcomes: educational programs) **[Off-Site/On-Site Review]**

**Compliance Status:** Compliant

**Narrative**

Lamar State College - Orange (LSC-O) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for Student learning outcomes for each of its educational programs and affirms compliance with Comprehensive Standard 8.2.a.

**Institutional Overview**

As detailed in Core Requirement 7.1 [1], LSC-O's [2] commitment to Continuous Quality Improvement (CQI) is predicated on the achievement of Student Success [3] and its desire to "be the college of choice serving Southeast Texas and Southwest Louisiana." [4] As memorialized in its statement of purpose, "Lamar State College-Orange transforms lives and communities through the continual pursuit of academic, professional, and personal excellence. We provide new and unique opportunities for growth and success. We are the bridge connecting those we serve to a bright, Orange future." [5]

This Vision and Mission Statement are strengthened and further enumerated in the college's Core Values: [6]

**Core Values**

- **Quality:** Providing excellence through education
- **Growth:** Building a shared vision of opportunity and advancement
- **Service:** Meeting the needs of the communities we serve
- **Innovation:** Creating an array of unique educational opportunities
- **Success:** Achieving personal and professional goals

These five (5) Core Values are foundational to the college's current [7] Strategic Plan [8] which is made up of five (5) Goal Statements [9] and operationalized using multiple Strategies, Outcomes, and Targets [10].

LSC-O's Strategic Planning Goals are operationalized by the linking to Strategies (SPS), Outcomes (SPO), and Targets (SPT) that can be utilized to gauge success and goal completion [11].

**Institutional Context**

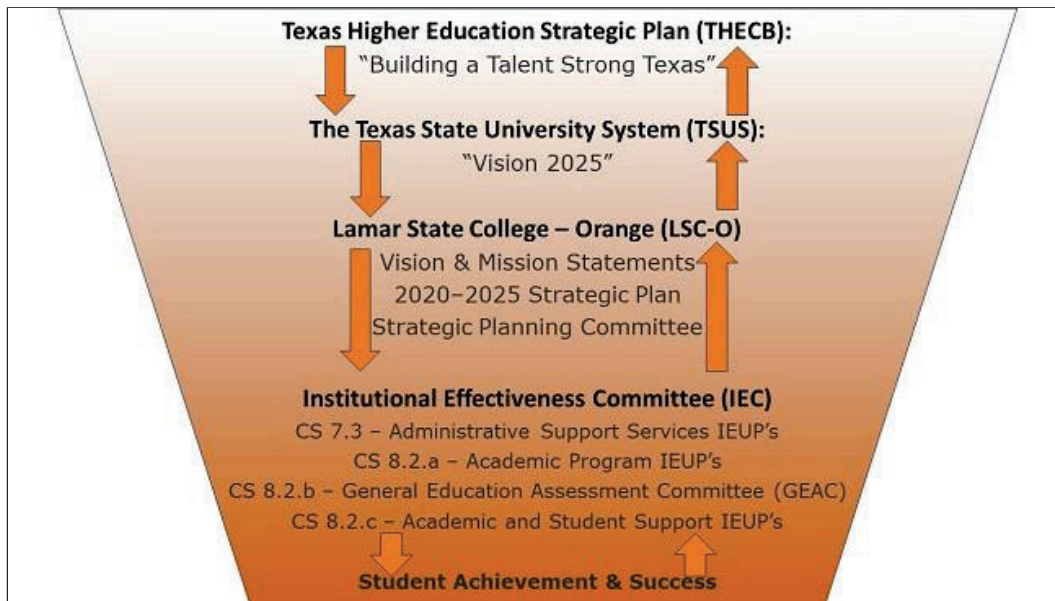
As an exemplary place of learning that is preparing the workforce of tomorrow located in Southeast Texas and Southwest Louisiana, LSC-O is member of the Texas State University System [12] (TSUS) who's "Vision 2020" [13] and now "Vision 2025" Strategic Plan provides direction to LSC-O's Strategic Planning [14] efforts and Student Achievement Target setting.

As a public postsecondary institution of higher education located in the state of Texas, LSC-O is also underneath the purview of the Texas Higher Education Coordinating Board's Strategic Plan [15] titled "Building a Talent Strong Texas" which was previously named "60x30TX" [16], both of which focus on increasing postsecondary completions that result in "Credentials of Value." [17]

To help ensure the success of the THECB's "Building a Talent Strong Texas" initiative and the alignment of THECB goals and targets with the strategic planning and assessment of Texas State University System (TSUS) component institutions, the TSUS established the Vision 2020 Initiative and now Vision 2025. Vision 2025 is a collaborative [18] strategic planning initiative of the TSUS administration and component institutions that identifies student success goals, sets outcomes and their associated measures, and establishes targets aligned with the values, goals, outcomes, measures, and targets established by the THECB's 60x30TX plan. [19]

**Graphic 8.2.1** below shows the hierarchical relationship between LSC-O's strategic planning and assessment efforts to the THECB "Building a Talent Strong Texas" Strategic Plan, the TSUS Vision 2025 Strategic Plan, and LSC-O Student Achievement and Success.

**Graphic 8.2.1 [20]**



### Office of Institutional Effectiveness & Research[21]

The purpose of the Office[22] of Institutional Research & Effectiveness (OIRE) is to provide support[23] for institution-wide planning, assessment, evaluation, and evidence-based improvements in order to enhance student learning and ensure the college is accomplishing its mission.[21]

### Institutional Effectiveness Committee (IEC) Structure, Purpose, Review and Approval Process

The Institutional Effectiveness Committee (IEC) partners with faculty and staff across all divisions and departments on the development and assessment of student learning outcomes (SLOs), as well as the assessment of administrative, educational, and student support units. The IEC reviews the institution's assessment processes with specific attention to how effectively units are achieving the College's mission and goals and how results from the assessment of institutional goals and priorities inform planning and resource allocations. The IEC also facilitates the process by which departments and programs report progress on institutional initiatives that have received additional funding. The IEC is additionally responsible for maintaining and monitoring the relevant criteria related to SACSCOC standards.

The IEC reports semi-annually to the Executive Vice President Academic and Student Affairs/Provost (EVP/P) and provides an annual IEC Assessment Report to the Provost's Leadership Team for review and approval prior to sending to the President's Cabinet for final review and approval, before being disseminated to all campus stakeholders.

Standing members of the IEC include the Dean of Institutional Effectiveness and Educational Support, Director of Institutional Research and Effectiveness, Accreditation and Assessment Specialist, Dean of Academic, Technical, and Workforce Studies, Dean of Nursing and Health Professions, Associate Dean of Technical Studies, Associate Dean of Workforce Education, Division Directors, Department Chairs, and Program Directors.

### Systematic Review of Institutional Goals and Outcomes consistent with LSC-O's mission

Institutional Effectiveness (IE) at LSC-O works as the ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs[24], and its administrative units gather, analyze, and use data to ascertain how well the college is accomplishing its mission. Outcomes-based assessment results are used to make continuous quality improvements throughout the institution.

### Core Requirement 7.1 (Institutional planning)

As noted in LSC-O's IE Handbook[25], IE is an acronym for Institutional Effectiveness, refers to "an ongoing, comprehensive, and integrated research-based planning and evaluation process that (a) focuses on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission." (SACSCOC Resource Manual, 2018, p. 56). It is a continuous process of planning, assessing, reviewing results, and using results for ongoing improvement. [IE Handbook]

LSC-O's Institutional Effectiveness (IE) Model provides a visual representation of the college's continuous quality improvement (CQI) process that is adhered to annually. **Graphic 8.2.2** portrays LSC-O's current Institutional Effectiveness Model.



**Graphic 8.2.2:** [26] Lamar State College - Orange Institutional Effectiveness Model

As shown in the Institutional Effectiveness (IE) Model, LSC-O’s mission is at its heart of the model. The IE Model is further segmented into five broad components including:

1. Goal Setting,
2. Defining of Outcomes,
3. Development of Measures and Strategies,
4. Collecting and Analyzing Results, and
5. Using Results for Continuous Quality Improvement (CQI).

The LSC-O mission is at the center of both the IE Model and the institution’s activities as the guiding statement describing where the institution would like to see itself, and its core values which are the attitudes, standards, and principles which faculty, staff, and administration have determined to be important. The College also embraces the design and implementation of a Quality Enhancement Plan[27] (QEP) to enhance student learning. Once this cycle is completed, assessment results from the previous year’s data and information propel the following year’s planning and budgeting. Additionally, the College utilizes a planning timetable (Table 8.2.3) which provides specific dates for carrying out major parts of the IE Model. Examples of how this process has affected institutional improvements are listed in the tables below.

**Table 8.2.3 Institutional Effectiveness Timetable**

Target Date	Institutional Effectiveness Unit Plan (IEUP)
July 2022	Finalize FY19-21 Unit Plans; Follow up on FY22-24 Unit Plans
August 2022	FY22 Unit Plan assessment results due by 8/31
September 2022	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2023	Review Unit Plan for mid-year progress
March 2023	Budget Preparation for FY24 expenses
July 2023	FY23 Unit Plan assessment results due by 7/31
September 2023	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2024	Review Unit Plan for mid-year progress
March 2024	Budget Preparation for FY25 expenses
May 2024	Unit Plans for FY25-27 due by 5/31. Plans should be in alignment with the new Campus Strategic Plan[28]
July 2024	FY24 Unit Plan assessment results due by 7/31
September 2024	New fiscal year begins – Administrative and Educational Outcome Assessment Plans are implemented
January 2025	Review Unit Plan for mid-year progress

**Linking Planning to Budgeting**

The Office of Institutional Research & Effectiveness (OIRE[29]) is responsible for managing the dissemination[30], training[31] (IEUP Training Workshop 5-18-2023[32], IEUP Training Workshop 6-15-2023[33],

IEUP Training Workshop 1-9-2024[34]), review[35], and approval[36] of the Institutional Effectiveness Unit Plans[37] (IEUP) on an annual basis to document (**Table 8.2.4**) institution-wide planning, assessment, evaluation, and evidence-based improvements to enhance student learning and ensure the College is accomplishing its mission.

Educational Programs 8.2.4					
<b>Academic Studies - College Success and Teacher Preparation</b>					
Program	Responsible Person	Supervisor	FY 2022	FY 2023	FY 2024
Teacher Preparation	Skylar Slaughter	Kristin Walker	Completed[38]	Completed[39]	Mid-Year Completed[40]
<b>Academic Studies - Arts, Humanities, and Business</b>					
Business	Mary Kate Flanagan	Kristin Walker	Completed[41]	Completed[42]	Mid-Year Completed[43]
Communication	Eric Owens / Kevin Doss	Kristin Walker	Completed[44]	Completed[45]	Mid-Year Completed[46]
Criminal Justice	Hallie Gates	Kristin Walker	Completed[47]	Completed[48]	Mid-Year Completed[49]
Liberal Arts	Eric Owens	Kristin Walker	Completed[50]	Completed[51]	Mid-Year Completed[52]
Sociology	Audrey Ewer	Kristin Walker	Completed[53]	Completed[54]	Mid-Year Completed[55]
<b>Academic Studies - Science, Technology, Engineering, and Mathematics</b>					
Computer Information Systems	Diane Dotson	Kristin Walker	Completed[56]	Completed[57]	Mid-Year Completed[58]
Computer Science	Diane Dotson	Kristin Walker	Completed[59]	Completed[60]	Mid-Year Completed[61]
Natural Science	Dr. Matt McClure / Dr. Jerry Sandford	Kristin Walker	Completed[62]	Completed[63]	Mid-Year Completed[64]
<b>Allied Health</b>					
<b>Health Professions</b>					
Dental Assisting	Colleen Baker	Mandee Tucker	Completed[65]	Completed[66]	Mid-Year Completed[67]
Emergency Medical Technology	Richard Land	Mandee Tucker	Completed[68]	Completed[69]	Mid-Year Completed[70]
Massage Therapy	Erin Peters	Mandee Tucker	Program did not exist	Completed[71]	Mid-Year Completed[72]
Medical Assisting	Jessica Montgomery	Mandee Tucker	Completed[73]	Completed[74]	Mid-Year Completed[75]
Pharmacy Technology	Jennifer Fabriguze	Mandee Tucker	Completed[76]	Completed[36]	Mid-Year Completed[77]
Registered Nursing Transition Program	Jennifer Trotter	Mandee Tucker	Completed[78]	Completed[79]	Mid-Year Completed[80]
Vocational Nursing	Sherri Foreman	Mandee Tucker	Completed[81]	Completed[82]	Mid-Year Completed[83]
Registered Nursing (ADN)	Sherri Foreman	Mandee Tucker	Program begins Fall 2024		
<b>Technical &amp; Workforce</b>					
<b>Management and Service Industry</b>					
Business	Mary Kate Flanagan	Kristin Walker / Dr. Keith Jones	Included in Academic Program		
Business Management	Mary Kate Flanagan	Kristin Walker / Dr. Keith Jones	Included in Academic Program		
Construction Management	Kressida Rice	Kristin Walker / Dr. Keith Jones	Program did not exist	Completed[84]	Mid-Year Completed[85]
Cosmetology	Kimberly Moyers	Kristin Walker / Dr. Keith Jones	Program did not exist	Completed[86]	Mid-Year Completed[87]
Real Estate	Martha Morian	Kristin Walker / Dr. Keith Jones	Program did not exist	Completed[88]	Mid-Year Completed[89]



Building Construction Technology	Kressida Rice	Kristin Walker / Dr. Keith Jones	Program begins Fall 2024		
<b>Criminal Justice and Court Reporting</b>					
Court Reporting	Cristy Smith	Kristin Walker	Program did not exist	Completed[90]	Mid-Year Completed[91]
Technical Criminal Justice	Hallie Gates	Kristin Walker	Included in Academic Program (8.2.b)		
<b>Industrial Technology</b>					
Instrumentation	Hank Ramsey	Kristin Walker / Dr. Keith Jones	Completed[92]	Completed[93]	Mid-Year Completed[94]
Process Operating Technology	Hank Ramsey	Kristin Walker / Dr. Keith Jones	Completed[95]	Completed[96]	Mid-Year Completed[97]
Safety, Health and Environment	Hank Ramsey	Kristin Walker / Dr. Keith Jones	Completed[98]	Completed[99]	Mid-Year Completed[100]
<b>Information Technology &amp; Networking</b>					
Information Technology	Diane Dotson	Kristin Walker / Dr. Keith Jones	Completed[101]	Completed[102]	Mid-Year Completed[103]
Networking - CISCO	Diane Dotson	Kristin Walker / Dr. Keith Jones	included above		
<b>Logistics &amp; Manufacturing</b>					
Electromechanical Technology	Howard Bailey	Kristin Walker / Dr. Keith Jones	Program did not exist	Completed[104]	Mid-Year Completed[105]
Logistics Management - Logistics	Mary Kate Flanagan	Kristin Walker / Dr. Keith Jones	Program did not exist	Completed[106]	Mid-Year Completed[107]
Maritime/Ordinary Seaman - Nautical	James Chatlosh	Kristin Walker / Dr. Keith Jones	Completed[108]	Completed[109]	Mid-Year Completed[110]
Welding Technology - Welding	Dr. Keith Jones	Kristin Walker / Dr. Keith Jones	Completed[111]	Completed[112]	Mid-Year Completed[113]
HVAC	Ellis Shoemake	Kristin Walker / Dr. Keith Jones	program did not exist		Mid-Year Completed[114]

**Educational Program Improvements Resulting From LSC-O's IE Process**

LSC-O routinely evaluates outcomes-based assessment results in order to make continuous quality improvements throughout the institution. Recent examples of the College's strategic improvements born from assessment results are included below in **Table 8.2.5**.

**Table 8.2.5[115]**

**Excerpts of Expected Student Learning Outcomes for Educational Programs FY 2022/2023/2024 IE CS 8.2.a Annual Unit Plans (IEUP)**

Expected Student Learning Outcome	Justification	Strategies/Measures	Assessment Results	Use of Results
<b>Academic Studies</b>				
<b>Academic Studies - College Success and Teacher Preparation</b>				
<b>Teacher Preparation</b>				
In EDUC 1301, students will demonstrate the ability to: 1) Identify current issues influencing the field of education and teacher professional development. 2) Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.	EDUC 1301 is an introductory class that teaches the students basic skills from the professional and provides them with knowledge that they will build upon later in the program.	75% of students enrolled in EDUC 1301 (intro to the teaching profession) will earn a grade of "C" or higher.	In FY22, 81% of students enrolled in EDUC 1301 earned a grade of "C" or higher in the course. The expected outcome was achieved.	EDUC 1301 had a goal of 75% of students passing with a "C" or higher and this goal was exceeded with a final pass rate of 81%. The program will continue to assess courses and will work on collaborating with local schools to increase relationships with the community and offer students more connections for potential employment after graduations.

3) Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.  
 4) Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.  
 5) Recognize the various multiple intelligences / learning styles in order to be able to implement instructional practices that meet the needs of all students.

**Improvements:**

1. Will review difficult concepts and allow students to participate in early field observations.
2. Will provide students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms.
3. The goal was met so the program will continue to utilize the current strategies and brainstorm for additional ones to continue to improve student success.

**Academic Studies - Arts, Humanities, and Business**

**Business Management**

<p>The student will demonstrate fundamental/ basic knowledge needed to be successful in the program and the workforce.</p> <p>The major Student Learning Outcomes include:                  Identify major business functions of accounting, finance, information systems, management, and marketing.</p> <p>Describe the relationships of social responsibility, ethics, and law in business.</p> <p>Explain forms of ownership, including their advantages and disadvantages.</p> <p>Identify and explain the domestic and international considerations for today's business environment: social, economic, legal, ethical,</p>	<p>A passing grade shows that the student has the fundamental/ basic knowledge needed to be successful in the program and the workforce.</p>	<p>1) Provide Office Hours so students can ask questions about difficult concepts.                  2) Encourage use of the gator success center.                  3) Revisit difficult concepts.</p>	<p>74% of students enrolled in BUSI 1301 passed the course with a grade of "C" or higher. The goal and expected outcome was successfully achieved.</p>	<p>The goal was met, but the program plans to make additional resources available to the students in the library and online so students' grade will continue in an upward trend.</p>
---	--	---	--	--

technological, competitive, and international.				
<p>The student will demonstrate the ability to show proficiency in ITSW 1304 "Introduction to Spreadsheets".</p> <p>The major Student Learning Outcomes include:</p> <p>The ability to define spreadsheet terminology and concepts, create formulas and functions, use formatting features, and generate charts, graphs, and reports</p>	<p>Creating, applying, and maintaining spreadsheet is an essential tool in any business or workplace so it is an important topic to learn to help students be efficient employees.</p>	<p>Reviewing difficult concepts</p> <p>Allowing students to practice through a variety of assignments that will help students identify any weaknesses that they may struggle with.</p>	<p>In FY22, 94% of students enrolled in ITSW 1304 earned a grade of "C" or higher in the course.</p> <p>The expected outcome was achieved.</p>	<p>The program will continue to allow students to practice and review difficult concepts as well as stay up to date on the latest version of excel and explore and teach any new features that may be added.</p>

**Improvements:**

1. Even though the goal was achieved, the program plans to make more material available via the library and online, so students have the most up to date news in the industry. Overall, the program will brainstorm ideas to retain and increase enrollment in the program while continuing to support current students.

2. Even though the goal was achieved, the program will continue to allow students to practice and review difficult concepts as well as stay up to date on the latest version of excel and explore and teach any new features that may be added.

**Communication**

<p>In SPCH 1315 students will demonstrate:</p> <p>1) an understanding of the foundational models of communication.</p> <p>2) the ability to apply elements of audience analysis.</p> <p>3) exercise ethical speaking and listening skills by analyzing presentations for evidence and logic.</p> <p>4) the ability to research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.</p> <p>5) effective usage of technology when researching and/or presenting speeches. Identify how culture, ethnicity and gender influence communication.</p> <p>6) proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).</p>	<p>Public Speaking is a skill that can transfer to most jobs and is an essential skill when educating future leaders. It also shows that students can gather information and formulate an educated opinion/paper on a variety of topics.</p>	<p>Give students various types of speeches to give during class to see where each student excels.</p> <p>Encourage students to practice and write speeches before giving it and to utilize the gator success center if they need assistance writing speeches.</p> <p>Offer office hours for students who need extra help.</p> <p>Grade Report from the Office of Institutional Research and Effectiveness.</p>	<p>79% of students enrolled in SPCH 1315 during FY23 passed the course with a grade of "C" or higher. The expected outcome was achieved.</p>	<p>The outcomes were achieved so the same strategies will continue and more SLO's will be explored so that the program can further improved.</p>
---	--	--	--	--

**Improvements:**

1. The goal of 70% of students in Speech 1315 demonstrating six (6) different Student Learning Outcomes (SLO's) by passing with a grade of "C" or higher was exceeded and 79% of students achieved the SLO's. Additional SLO's will be assessed in the future in an effort to assess the entire program with student success being the main goal.
2. Give students various types of speeches to give during class to see where each student excels.
3. Encourage students to practice and write speeches before giving it and to utilize the gator success center if they need assistance writing speeches.
4. Offer office hours for students who need extra help.

**Criminal Justice**

<p>Improve Writing score on the ETS Proficiency Exam for AS Criminal Justice graduates with an increase on the Writing score by 2%.</p>	<p>These outcomes closely align with the LSC-O Strategic Plan, Goal #5 (Success). Also, writing skills are essential to the success of grads entering the CJ field</p>	<p>Implement/Improve Writing strategies in all CRIJ courses as shown on the ETS reports from OIRE and Writing assignment(s).</p>	<p>The writing score for this fiscal year was 113.6 whereas the previous fiscal year was 110.1 so there was a 3% change, therefore, the goal was met.</p>	<p>The program will continue to implement/improve writing skills in all CRIJ courses</p>
<p>In CRIJ 1305 students will demonstrate the ability to:</p> <p>Describe the history and philosophy of the American criminal justice system.</p> <p>Explain the nature and extent of crime in America.</p> <p>Analyze the impact and consequences of crime.</p> <p>Evaluate the development, concepts, and functions of law in the criminal justice system.</p> <p>Describe the structure of contemporary federal, state, and local justice agencies and processes.</p>	<p>Aligns with Goal #5 (Success) part of strategic plan. Students must earn a "C" in this course to transfer to CJ bachelor programs in Texas.</p>	<p>Monitor grades throughout semester; encourage students to seek help on difficult concepts.</p>	<p>Only 56% of students enrolled in CRIJ 1301 earned a "C" or better in the course. Therefore, the expected outcome was not achieved.</p>	<p>Will keep monitoring grades throughout the semester and revisit difficult concepts. With only 56% meeting this criterion, this outcome prompts a reflective examination of our strategies, seeking areas for refinement using targeted adjustments.</p> <p>Moving forward, we are committed to leveraging the insights for continual improvement, ensuring our strategies align more closely with the unique challenges faced by students in the CRIJ 1301 foundation course.</p>

**Improvements:**

1. The program will continue to implement/improve writing skills in all CRIJ courses
2. Will keep monitoring grades throughout the semester and revisit difficult concepts. Conducting a reflective examination of our strategies, seeking areas for refinement using targeted adjustments.
3. Added additional SLO's for FY 24 to ensure that students enrolled in CJSA 1342 (Criminal Investigation) will be able to:
  - 1) define the goals and objectives of criminal investigation;
  - 2) demonstrate ability to conduct proper crime scene investigations;
  - 3) illustrate the use of forensic science for various statutory offenses; and organize the criminal case including field notes, reports, crime scene activities, and mandatory documentation of statutory warning.

**Liberal Arts**

<p>Liberal Arts students will increase their average ETS critical thinking score by 10%.</p>	<p>Critical thinking skills allow students to think quickly when needed and allow them to think outside of the box when needed</p>	<p>Provide more opportunities/assignment to build critical thinking skills.</p> <p>Research unique ways to assess and build critical thinking</p>	<p>In FY21, Liberal Arts students had an average ETS critical thinking score of 110.7.</p> <p>In FY22, the average score increased to 111.0.</p>	<p>The goal(s) were not met so the program will collaborate with other program directors to form a strategy to continue to increase the critical thinking ETS score</p>
--	--	---	--	---



	<p>which increases their employability and allows students to gain critical skills needed to be successful in all aspects of life.</p>		<p>This resulted in a 3% increase in average score. Although there was an increase, the expected outcome of a 10% increase was not met.</p> <p>The average ETS writing score for Liberal Arts students in FY22 was 111.0. In FY23, the average score was 113.5. This represents a 2.5% increase in the ETS writing score. Although an increase did occur, the expected outcome of a 10% increase was not achieved.</p>	
<p>70% of students enrolled in Composition 1 (ENGL 1301) will achieve a grade of “C” or higher by demonstrating the following Student Learning Outcomes: The knowledge of individual and collaborative writing processes.  Develop ideas with appropriate support and attribution.  Write in a style appropriate to audience and purpose.  Read, reflect, and respond critically to a variety of texts.  Use Edited American English in academic essays.</p>	<p>Composition 1 is an English class that teaches students basic writing skills that will allow them to have to a base knowledge of grammatical skills and the writing process from beginning to end that translates into valuable skills in any work or school setting through projects or other assignments that the student will face</p>	<p>Provide different types of writing assignments that will give students a broad understanding of a variety of writing practices.  Offer feedback that will allow students to improve upon skills.</p>	<p>In FY22, 84% of students enrolled in ENGL 1301 earned a grade of “C” or higher in the course. The expected outcome was achieved</p>	<p>The goal was met so the program will continue with the current strategies and assess other courses in the program.</p>
<p>Students enrolled in United States History I (HIST 1301) will increase the pass rate of the course in FY23 while demonstrating the following Student Learning Outcomes:  Create an argument through the use of historical evidence.</p>	<p>Shows that this required course for the program is successful and producing competent students.</p>	<p>Encourage students to form study groups.  Increase referrals to Gator Success Center.</p>	<p>passing grade in HIST 1301. In FY23, 85% of students received a passing grade in HIST 1301.  The percentage increased in FY23, therefore, the expected outcome was met.</p>	<p>Even though the goal was achieved, the program will continue to identify students who may need extra help and refer them to the gator success center.</p>

<p>Analyze and interpret primary and secondary sources.</p> <p>Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.</p>				
---	--	--	--	--

**Improvements:**

1. The program will assess other courses in the future and collaborate with other departments to work on a strategy to continue to increase the ETS critical thinking score.
2. The second goal that was met was “70% of students enrolled in ENGL 1301 will achieve a grade of “C” or higher.” The result of this goal was an 84% pass rate and aligns with LSC-O’s goal for success.
3. Instructional goals were met and Student Learning Outcomes for HIST 1301 increased as evidenced by the pass rate of the course in FY23.

<b>Sociology</b>				
<p>75% of students enrolled in Introduction to Sociology (SOC1 1301) will achieve a grade of “C” or higher by demonstrating the following Student Learning Outcomes:</p> <p>Compare and contrast the basic theoretical perspectives of sociology.</p> <p>Identify the various methodological approaches to the collection and analysis of data in sociology.</p> <p>Describe key concepts in sociology.</p> <p>Describe the empirical findings of various subfields of sociology.</p> <p>Explain the complex links between individual experiences and broader institutional forces.</p>	<p>This will demonstrate that the Sociology program is effective and produces competent students.</p>	<p>Reviewing difficult concepts.</p> <p>Encouraging students to utilize on campus tutoring opportunities when needed.</p> <p>Provide a variety of assignments that allow students of all learning types to excel.</p>	<p>In FY22, 92% of students enrolled in SOC1 1301 earned a grade of “C” or higher in the course. The expected Student Learning Outcomes were achieved.</p> <p>In FY23, 87% of students enrolled in SOC1 1301 passed with a grade of C or better. The goal was met.</p>	<p>The goal was met so current strategies will remain in place and the program will continue to assess courses in the program to ensure student success and quality of the program.</p> <p>The Sociology faculty will continue reaching out to students and submitting GATOR Pass forms. The Sociology faculty will also support the tutoring center by offering tutoring hours.</p>

<p>75% of students enrolled in Social Problems (SOC1 1306) will achieve a grade of “C” or higher by demonstrating the following Student Learning Outcomes:</p> <p>Describe how the sociological imagination can be used to explain the emergence and implications of contemporary social problems.</p>	<p>This will demonstrate that the Sociology program is effective and produces competent students.</p>	<p>Reviewing difficult concepts.</p> <p>Encouraging students to utilize on campus tutoring opportunities when needed.</p> <p>Provide a variety of assignments that allow students of all learning types to excel.</p>	<p>In FY22, 92% of students enrolled in SOC1 1306 earned a grade of “C” or higher in the course. The expected outcome was achieved.</p>	<p>The goal was met so current strategies will remain in place and the program will continue to assess courses in the program to ensure student success and quality of the program.</p>
--	---	---	---	---

Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc.

Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems.

Discuss how solutions to social problems are often contentious due to diverse values in society.

Describe how the proposed solutions to a social problem, including social policies, may bring rise to other social problems.

**Improvements:**

1. Two courses in the Sociology Program were assessed and both goals were met. SOCI 1301 & SOCI 1306 had a goal of a 75% pass rate, and both have the same final result of a 92% pass rate. Current strategies will remain in place and the program will continue to assess courses in the program to ensure student success and quality of the program which aligns with LSC-O's strategic plan.
2. The Sociology faculty implemented a student engagement process that provides students who are struggling in class with a GATOR Pass form to encourage the students to receive one-on-one tutoring. The Sociology faculty will also support the tutoring center by offering tutoring hours.
3. In FY24 the Sociology faculty will aim to introduce new online pedagogy methods in response to the challenges of an ever-changing world, utilizing innovative online pedagogy methods provide students more avenues and resources to incorporate class lessons into their daily lives.

**Academic Studies - Science, Technology, Engineering, and Mathematics**

**Computer Information Systems**

<p>Improve student learning outcome of Critical Thinking, as measured by the ETS Proficiency Profile (exit exam for graduates) by determining a baseline Critical Thinking (CT) average score, based on Fall 2021 and Spring 2022 ETS scores of A.S. Computer Information Systems graduates.</p>	<p>These outcomes closely align with the LSC-O Strategic Plan, Goal 5 (Success) and Goal 2, Outcome IV – engaging in collaborative processes to conduct program redesign. Also, CT skills are essential to the success of grads entering the IT field.</p>	<p>Collaborate with LSC-O Office of Institutional Research and Effectiveness (OIRE) to determine baseline number from ETS scores.</p> <p>Using ETS Score report from OIRE; Copies of CT enhancement assignments; evidence of CT assignments in upper-level course syllabi</p>	<p>The baseline for the Critical Thinking ETS proficiency for Computer Information System graduates was determined to be 117.</p>	<p>The baseline for the Critical Thinking ETS has been established and will be used to improve student learning outcomes.</p>
<p>Achieve a 3% increase in avg. CT scores for graduates on the ETS exam.</p>	<p>These outcomes closely align with the LSC-O Strategic Plan, Goal 5 (Success) and Goal 2, Outcome IV – engaging in</p>	<p>Implement CT improvement strategies in Fall 2023, Spring 2024 in upper-level COSC courses to impact ETS CT scores of Spring 2024 grads.</p>	<p>There were no students graduating from the Computer Information Systems program in FY 23, therefore the goal was unable to be measured.</p>	<p>CT scores for graduates on the ETS exam will continue to be monitor to ensure performance improvement in the future.</p>

	collaborative processes to conduct program redesign. Also, CT skills are essential to the success of grads entering the IT field.	Using ETS Score report from OIRE; Copies of CT enhancement assignments; evidence of CT assignments in upper-level course syllabi		
The Computer Information System Program will provide a quality instructional program as evidenced by CIS Program students demonstrating mastery of program learning outcomes.	The Computer Information Systems program faculty met and reviewed the Enrollment, Persistence, Degrees Awarded, and Placement in the Computer Information Systems program.	With the assistance of the LSC-O Institutional Research Office, official data sources for Enrollment, Persistence, Degrees Awarded, Placement and Licensure have been identified for evaluation.  Assessment Measure(s): LSC-O Fall-to-Fall Enrollment will show a 10% increase for the Program  LSC-O Persistence by program will show an 10% increase.	Enrollment for the Computer Information Systems program did not see an increase in Fall-to-Fall enrollment. Although this is still a new and smaller program there was a -17% increase in enrollment. Also, only 17% of students persisted from Fall 2021 to the Fall 2022 semester. This is a decrease in persistence from Fall 2020 to Fall 2021, where 40% of students persisted. Neither metrics mentioned in the assessment measures was met.	Continue to monitor enrollment and persistence to strive for improvement.  Develop marketing strategies to boost enrollment.

**Improvements:**

1. The FY 22 baseline for the Critical Thinking ETS has been established and will be used to improve student learning outcomes.
2. FY 24, added measurable SLO's based upon Programming Fundamentals II (COSC 1437) to better assess student learning outcomes in the CIS program.

**Computer Science**

50% of students enrolled in Computer Organization (COSC 2425) will achieve a grade of "B" or higher by demonstrating the following Student Learning Outcomes:  Explain contemporary computer system organization. Describe data representation in digital computers.  Explain the concepts of memory hierarchy, interrupt processing, and input/output mechanisms.  Measure the performance of a computer system.  Design and develop assembly language applications.	Aligns with Goal V (Success) part of strategic plan. In this capstone course, students are required to make at least a "B" in order to transfer to Lamar University.	Monitor student grades as semester progresses and provide opportunity for additional practice.	There was a total of 7 students who took COSC 2425 during FY 22. All 7 of those students made a B or better in the course, therefore the goal was met.	Although this goal was met, the department will continue to strive to provide quality education to ensure students are successful and monitor student grades throughout the semester and their final grades.  Will raise the target for this outcome to 60% will earn a "B" or higher
---	--	--	--	---



<p>Explain the interfaces between software and hardware components.</p> <p>Explain the design of instruction set architectures.</p> <p>Develop a single-cycle processor.</p> <p>Explain the concept of virtual memory and how it is realized in hardware and software.</p> <p>Explain the concepts of operating system virtualization.</p>				
<p>The Computer Science Program will provide a quality instructional program by demonstrating mastery of program learning outcomes.</p>	<p>The Computer Science program faculty met and reviewed the Enrollment, Persistence, Degrees Awarded, and Placement in the Computer Science program.</p>	<p>With the assistance of the LSC-O Institutional Research Office, official data sources for Enrollment, Persistence, Degrees Awarded, Placement and Licensure have been identified for evaluation.</p> <p>Assessment Measure(s): LSC-O Fall-to-Fall enrollment will show a 10% increase for the Program</p> <p>LSC-O Persistence by program will show an 10% increase</p>	<p>Enrollment for the computer science program increased 39% in Fall 2022 from Fall 2021. 63% of students that enrolled in Computer Science in Fall 2021 persisted to the Fall 2022 semester. This is a 30% increase in persistence rate from Fall 2020 to Fall 2021. The computer science program exceeded the assessment measures set in Fall-to-Fall enrollment and program persistence.</p>	<p>Although the goal was met, the department will continue evaluating the value of the program to ensure quality instruction and student mastery of outcomes.</p>
<p><b>Improvements:</b></p> <ol style="list-style-type: none"> <li>1. Students enrolled in Computer Organization (COSC 2425) achieved the target of 50% in FY22, raised the target by 10% that 60% of students would earn a "B" or higher by demonstrating the Computer Science Student Learning Outcomes. Raised the FY24 target to 70%</li> <li>2. The computer science program exceeded the assessment measures set in Fall-to-Fall enrollment and program persistence. Although the goal was met, the department will continue evaluating the value of the program to ensure quality instruction and student mastery of outcomes.</li> <li>3. FY 24, added measurable SLO's based upon Programming Fundamentals II (COSC 1437) to better assess student learning outcomes in the CIS program.</li> </ol>				
<p><b>Natural Science</b></p>				
<p>Improve student success in science courses by a 5% increase in students mastering student learning outcomes in gatekeeper courses:</p> <p><b>BIOL 1406</b> – Students will be able to compare and contrast the structures, reproduction, and characteristics of viruses, prokaryotic</p>	<p>Success can be increased through awareness and use of tutoring opportunities. Increased use of OER to reduce financial impediments should mean more students are utilizing the primary course text material.</p>	<p>Continue efforts to reduce financial impediments through either course redesign or use of OER. Increase student awareness and use of tutoring opportunities such as Upswing and the LSC-O Learning Center.</p>	<p>There was a 37% decrease in students completing BIOL, CHEM, GEOL, and PHYS courses with a C or better in FY 2022 when compared with FY 2021. The goal of a 5% increase was not met.</p>	<p>Use of Gator Passes submitted by science faculty for at-risk students; promoting the Learning Center and Upswing in our Syllabus and/or Blackboard. Continuation of the Supplemental Instruction (SI) tutoring program for Anatomy &amp; Physiology I students. Barbara Morrison tutored science at the LSC-O Learning Center. Two full-time faculty (Jerry Sanford, Ni</p>

<p>cells, and eukaryotic cells.</p> <p><b>CHEM 1411</b> - Students will be able to convert units of measure and demonstrate dimensional analysis skills.</p> <p><b>GEOL 1403</b> - Students will be able to identify and describe the internal structure and dynamics of Earth.</p> <p><b>MATH 2413</b> - Students will be able to Identify appropriate calculus concepts and techniques to provide mathematical models of real-world situations and determine solutions to applied problems.</p> <p><b>PHYS 1401</b> - Students will be able to demonstrate an understanding of equilibrium, including the different types of equilibrium.</p>				<p>Song) volunteered time for LSC-O Learning Center.</p>
---	--	--	--	--

**Improvements:**

1. Implemented the use of Gator Passes submitted by science faculty for at-risk students; promoting the Learning Center and Upswing in our Syllabus and/or Blackboard. Continuance of the Supplemental Instruction (SI) tutoring program for Anatomy & Physiology I students. Barbara Morrison tutored science at the LSC-O Learning Center. Two full-time faculty (Jerry Sanford, Ni Song) volunteered time for LSC-O Learning Center.
2. There were further updates in the LSC-O Catalog and in the Science Degree plans. Dual Credit courses continued for Bridge City High School, Lumberton High School, Little Cypress Mauriceville High school, West Orange Stark High School, and Buna High School. There were visits made by Matthew McClure to BC and WOS high schools visiting dual credit instructors to recruit for the LSC-O science program (1/14/2022 and 7/27/2022, respectively).
3. Increase student awareness and use of tutoring opportunities. Encourage course and student participation in the upcoming QEP (GPS: Navigation to Success).

**Allied Health**

**Health Professions**

**Dental Assisting**

<p>70% of students enrolled in Dental Radiology (DNTA 1305) will achieve a grade of "C" or higher by demonstrating the following Student Learning Outcomes:</p> <p>Describe the theory of radiation physics;</p> <p>comply with radiation health and safety principles;</p> <p>apply radiographic techniques;</p>	<p>Accurate dental x-rays are vital to accurate dental care. Students will have an Introduction to radiation physics, protection, the operation of radiographic equipment, exposure, processing and mounting of dental radiographs. Specific federal and state safety and standard practices for the</p>	<p>Provide hands-on practice so students have real world experience.</p> <p>Review difficult concepts.</p> <p>Have office hours that students can utilize if they need extra help.</p>	<p>In FY22, 81% of students enrolled in DNTA 1305 earned a grade of "C" or higher in the course. The expected outcome was achieved.</p> <p>In FY23, 92% of students enrolled in DNTA 1315 in FY 23 received a grade of C or higher. The goal and expected outcome was achieved.</p>	<p>Even though the goal was met, current strategies will continue in an effort to maintain student success and new strategies will be developed to further student success.</p> <p>In FY23, a full-time faculty member was added to help students and students are encouraged to form study group.</p> <p>Open lab time is available for the students to practice the skills</p>
---	--	--	---	--

expose, process, and mount radiographs; demonstrate quality assurance practices.	classroom and lab settings will be practiced. These skills will translate to a successful dental assistance.			needed to do well in the course.
The Dental Assisting will gain a sterilization lab to help prepare students for the workforce	Adding a sterilization lab will allow students to have a more realistic setting that models what they will be doing in the workplace.	Applying for grants and asking for more money in the budget along with explaining the benefit to the students.	The lab was completed in October 2023, so the goal was met.	The goal was met and improvements will continue to be made to equipment to better prepare students for the workforce.
<b>Improvements:</b>				
<p>1. The program will continue to explore strategies to increase student success even further and will assess other areas of the program to ensure an effective and quality program is provided.</p> <p>2. In FY 23, a full-time faculty member was added to the program; will continue to utilize the extra position for the benefit of the students.</p> <p>3. The Dental Assisting added a sterilization lab to help prepare students for the workforce with real-world experience</p> <p>4. Added two new SLO's for FY24: 1) Students will effectively chart patient conditions to accurately reflect the dental patient's oral health. 2) Students will demonstrate an understanding of infection control practices.</p>				
<b>Emergency Medical Technology</b>				
70% of students in EMSP 1438 will pass with a C grade or higher by demonstrating the following Student Learning Outcomes:  Describe the roles and responsibilities of EMS personnel;  apply concepts of pathophysiology and pharmacology to the assessment and management of emergency patients;  administer medications; employ effective communication;  interpret medical/legal issues;  demonstrate ethical behaviors; and discuss well-being of the paramedic.	With a 70% or better pass rate, it indicates a successful program that produces knowledgeable students.	We have an online program that will improve the student's initiative to pass.	82% of students enrolled in EMSP 1438 during FY23 passed the course with a grade of C or higher. The expected outcome was met.	We will change our curriculum if we see the pass rate is not acceptable.
70% of students in the EMT-Basic course (EMSP 1501) will pass with a C grade or higher by demonstrating the following Student Learning Outcomes:  Demonstrate proficiency in	The EMT-Basic course is vital in preparing students for obtaining their certification as an Emergency Medical Technician. Having at least a 70% success rate in the course will demonstrate that a high percentage of students are prepared for their certification	Allow students to have hands on practice with dummies which will mimic situations in the field and help students succeed.	In FY22, 100% of students enrolled in EMSP 1501 achieved a grade of "C" or higher in the course. The expected outcome was achieved.	Even though the goal was met, current strategies will continue to be offered to ensure success of students currently in the program and future students.

cognitive, psychomotor and affective domains for the Emergency Medical Technician (EMT) in accordance with the current guidelines of the credentialing agency.				
--	--	--	--	--

**Improvements:**  
 1. The goal was exceeded by 12% so 82% of students passed the course with a “C” or higher. Moving forward, the program will continue to utilize its online program to help students to better prepare for tests and assignments.  
 2. Hands on practice will continue to be offered and current strategies will continue to ensure student success currently and in the future.  
 3. For FY24, added additional SLO’s: 1) The students enrolled in the EMS program will learn from hands on experience allowing them to gain valuable skills for the workforce and community – will incorporate Clinical Agreement assessments. 2) EMS Program graduates will succeed at or greater than the national average, students will use the National Registry of EMTs for regularly scheduled sessions of the exam for students to participate in to improve their knowledge and prepare for the exam.

**Massage Therapy**

Seventy percent of students receiving a massage therapy certificate will pass the massage licensure exam	Passing the exam will allow students to apply for licensure and become working professionals	Each student will purchase access to Exam Coach (via ABMP) and complete 50% of available quizzes and practice exams.	Fifty percent of graduating students who have taken the licensure test have passed and are awaiting licensure, so the goal was not met.	Gain better communication with the state licensure board. Streamline licensure process.
Massage Therapy Program to gain two (2) electric/hydraulic massage tables	Students will work on industry standard equipment which provides a better opportunity to work in an ergonomically correct environment	Perkins grant and annual program budget	We were able to obtain one electric table so the goal of 2 tables was not met.	During next year’s budget hearings, we will request our budget be increased so that an additional massage table can be purchased

**Improvements:**  
 1. Fifty percent of students who took the massage licensure exam received a passing grade and are currently awaiting licensure. We will need to streamline our licensure preparation process, hopefully to include the ability for the college to send transcripts to the licensure board (TDLR) in a timely manner. We will be working on study groups specifically focused on test prep outside of class.  
 2. Due to budgetary constraints, we were able to purchase one electric massage table to assist students in delivering ergonomically correct massages. For our next budget year, we will request additional monies for the purpose of obtaining an appropriate amount of electric tables for all students to achieve optimal industry standard training.  
 3. For FY 24, Students will form out-of-class study groups with the express purpose of reviewing and studying for licensure exam.  
 4. In FY 24, the Massage Therapy program will adapt the new curriculum to “The Core” – Entry Level Massage Education Blueprint

**Medical Assisting**

50% of enrolled students will successfully complete NURA, PLAB, and ECRD courses with a grade of “C” or better.	A grade of “C” or above is a passing grade which proves that the program is producing competent students who will excel in their field.	Allow students to review difficult concepts.  Encourage students to form study groups.	The 50% passing threshold was met in NURA, PLAB, and ECRD courses in FY 22.	The program will continue to review difficult concepts and allow students designated office hours to ask questions or discuss difficult concepts.
The student will be able to demonstrate infection control and safety practices upon completion of NURA, PLAB and ECRD courses.	The Medical Assistant program faculty met and determined that this SLO is a critical educational	Labs will require critical thinking during hands-on skills to promote a safe environment and eliminate the possibility of contamination.	NURA and ECRD course successfully, met the 50% assessment measurement of criteria mentioned.	Due to the program being new, a future increase in assessment measures will be made.



	experience to enhance student learning and to ensure student success upon entering the workforce.	<p>Assessment Measure(s): Criteria 1: 50% of students will successfully pass the pre-clinical venipuncture competency skill # 5 and 3 7 in PLAB 1160.</p> <p>Criteria 2: 50% of students will successfully pass the handwashing Texas DHHS competency skill # 6 in NURA 1160.</p> <p>Criteria 3: 50% of students will successfully pass the competency skill of applying leads to the proper location to achieve goal of receiving function of the heart in ECRD 1211.</p>		
The student will demonstrate preventative safety measures and skills to promote the health and well-being of clients, significant others and members of the healthcare team.	The Medical Assisting program faculty met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success upon entering the workforce.	<p>Instructional faculty will embed this and related student learning outcomes throughout the curriculum culminating in a capstone experience where this SLO will be measured.</p> <p>Assessment Measure(s): 50% of students successfully (C or Better) complete courses (NURA, PLAB and ECRD skills competency checkoffs) as reported in the LSC-O Grade Distribution Analysis.</p>	Students who completed PLAB, NURA and ECRD course successfully, met the 50% of assessment measurement of criteria mentioned.	Due to the program being new, a future increase in assessment measures will be made.
<p><b>Improvements:</b></p> <p>1. This is a new program and the goals that were assessed were set as a base for the program to expand upon in future fiscal years. Goal 1 (50% of students successfully (C or Better) complete courses (NURA, PLAB and ECRD skills competency checkoffs) was met and a minimum if 50% of the students completed the courses listed previously. Goal 2 (The student will be able to demonstrate infection control and safety practices upon completion of NURA, PLAB and ECRD courses.) was met and a minimum of 50% of students met the set criteria, therefore this goal was also met.</p> <p>2. Two EKG machines with all accessories and PLAB supplies were funded and purchased</p> <p>3. For FY24, the target was raised to 55% of students will successfully (C or Better) complete ECRD skills competency check-offs) as reported in the LSC-O Grade Distribution Analysis.</p>				
<p><b>Pharmacy Technology</b></p>				
80% of students will demonstrate comprehensive understanding and practical application of pharmacy history, technician roles, certification requirements, legal	Proficiency in advanced hands-on skills within a retail pharmacy setting is essential for students to apply comprehensive understanding of	Review previous year students to determine skills achieved and adjust classroom instruction based on results.	In FY22, 96% of students enrolled in PHRA 1301 earned a grade of "C" or better in PHRA 1301. The expected outcome was met.	The goal was met and exceeded so current strategies will continue.

and ethical standards, medical terminology, resource utilization, and safety protocols, as evidenced by receiving a grade of C or above in PHRA 1301	pharmacy history, technician roles, certification requirements, legal and ethical standards, medical terminology, resource utilization, and safety protocols in real-world contexts.			
80% of students will successfully obtain a C or better in PHRA 1313 as they demonstrate the procedures and workflow operations relating to processing prescriptions and preparing medications in an ambulatory setting as assessed by both a written exam and lab practical.	The Pharmacy Technology program faculty met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success upon entering the workforce	Conduct institutional and locally developed research to determine student needs and challenges and use results to improve services	In FY22, 96% of students enrolled in PHRA 1313 earned a grade of "C" or better in PHRA 1313. The expected outcome was met.  In FY23, 95% of students obtained a grade of C or better in PHRA 1313 during FY23. The expected outcome was met.	The goal was met and exceeded so current strategies will continue, will increase the FY23 target to 90%  Continue to determine the needs of Pharmacy Tech students and help them overcome challenges as we strive for all students to pass the course with a grade of C or better.
Students enrolled in the Pharmacy Tech program will achieve a 90 % pass rate on the first attempt.	Achieving a 90% pass rate on a licensure exam is essential because it reflects the program's effectiveness in adequately preparing students.	Students will take the practice exam during Level 2 Clinical and all students will meet once a week for study sessions. Schedule PTCE before graduation.	Out of the 12 students who tested, only 5 passed so the pass rate would be 42%. The goal was not met.	A Certification Review book has been added to the Clinical II course and the students will come to campus one day a week to review.
<b>Improvements:</b>				
<p>1. Both courses (PHRA 1301 and PHRA 1313) were set at a pass rate of 80% of students achieving a grade of "C" or better. Both classes had a pass rate of 96% which aligns with LSC-O's institutional goal of success. Courses will continue to be evaluated and updated as needed by assessing the previous year's results to determine if there is any upward or downward trend in grades.</p> <p>2. Increased the PHRA 1313 SLO target from 80% to 90% based upon two years' worth of student success data</p> <p>3. A Certification Review book has been added to the Clinical II course and the students will come to campus one day a week to review</p> <p>4. In FY24, added additional SLO's for Level 2 students to achieve advance hands-on skills in a hospital pharmacy setting before attending clinical externship.</p>				
<b>Registered Nursing Transition Program</b>				
Successfully complete the Texas Board of Nursing (TBON) program review	Programmatic accreditation ensures the Nursing Program is viable	Successfully complete all TBON documentation and make program improvements required to achieve a successful review	2013 previous TBON program review 2022 review and campus visit completed 2022 Program received no recommendations	Next TBON Survey visit will occur Summer 2024
Review and update the LVN Certificate courses to increase student contact hours and student learning as measured by the TBON Licensure Exam	Student results have indicated the need to increase student contact hours in certain courses	Review course design and student outcomes Align faculty teams according to strengths and to minimize weaknesses Consult with clinical facilities to get feedback on student learning gaps Identify high performing LVN programs in the state	Pre-req of VNSG 1323 and VNSG 1160 were removed from the LVN program and VNSG 1423 replaced them.	VNSG 1423 was paired with an intense lab designed to ensure skills proficiency.

<p>80% of LVN to AND Transition students will pass the TBON NCLEX licensure exam</p>	<p>To be employed as an RN in Texas, a student must pass the NCLEX to become a licensed RN</p>	<p>HESI Exams throughout the program Instructor generated exams to provide formative assessment results Exit HESI exam in final exam</p>	<p>Dec. 2022 Graduate Data=83.72% Aug. 2023 Graduate Data=86%</p>	<p>The Division of Nursing and Health Professions will continue to monitor pass rates for all licensure exams and modify curriculum, instructional methods, and practice exams to ensure student learning and success</p>
<p><b>Improvements:</b>                  1. Changes to our Nursing program include increased number of faculty, 10-week semester and removal of exit exams per the TBON review.                  2. Replaced Pre-req of VNSG 1323 and VNSG 1160 with VNSG 1423 to increase student contact hours and student learning                  3. A 2.28% increase on NCLEX results for 2023 over 2022. Will continue to monitor pass rates for all licensure exams and modify curriculum, instructional methods, and practice exams to ensure student learning and success</p>				
<p><b>Vocational Nursing</b></p>				
<p>Maximize contact hours and semester credit hours in Licensed Vocational Nursing (LVN) certificate to better students for the Texas Board of Nursing National Council for Licensure Exam.</p>	<p>Admission and retention to the LVN program has experienced a slight decline. By maximizing contact hours in the courses and semester credit hours in the certificate, students will have more exposure to VN coursework and content.</p>	<p>Review course design and outcomes.  Align faculty teams according to strengths and weakness  Consult with clinical facilities  Research top LVN programs in the state</p>	<p>The prerequisite of VNSG 1323 and VNSG 1160 - Certified Nurse Aide instruction was moved out of the LVN program.  The four semester credit hours were dedicated to a new course - VNSG 1423.  VNSG 1423 was moved into the LVN certificate; not a prerequisite to allow for vocational nursing skills and knowledge to be presented/expected - above the basic nursing concept.</p>	<p>The VNSG 1423 course is our CNA to LVN Transition course (level 1 of the program) with an intense lab designed to ensure that our incoming vocational nursing students are proficient in previously learned skills that were taught in a CNA course. Students will perform skills confidently at the clinical facilities under the continued supervision of faculty.</p>
<p>80% of LVN Graduating students will pass the Texas Board of Nursing National Council for Licensure Exam (NCLEX)</p>	<p>To be employed as a licensed vocational nurse in Texas, one must pass the NCLEX exam and be an LVN.</p>	<p>ATI exams given throughout the one-year program.  Instructor generated exams given throughout the one-year program.  75% course average throughout the one-year program.</p>	<p>Dec. 2020 Graduate Data - 87.50% 91/104 Dec. 2021 Graduate Data - 75.73% 78/103 Aug. 2022 Graduate Data - 83.72% 72/86</p>	<p>Our pass rates will improve with the introduction of the intense VNSG 1423 course and the addition of a complete partnership with ATI.  Our ATI contract guarantees students will pass the NCLEX on the first attempt if faculty incorporate ATI in the program in the manner it is intended.</p>
<p>Review and update the Licensed Vocational Nursing certificate courses making changes to the certificate to maximize VN coursework and content</p>	<p>Admission and retention to the LVN program has experienced a slight decline. By maximizing contact hours in the courses and semester credit hours in the certificate,</p>	<p>Review course design and outcomes.  Align faculty teams according to strengths and weaknesses.  Consult with clinical facilities.  Research top LVN programs in the state</p>	<p>1160 - Certified Nurse Aide instruction was moved out of the LVN program.  The four semester credit hours were dedicated to a new course - VNSG 1423.  VNSG 1423 was moved into the LVN certificate;</p>	<p>The VNSG 1423 course is our CNA to LVN Transition course (level 1 of the program) with an intense lab designed to ensure that our incoming vocational nursing students are proficient in previously learned skills that were taught in a CNA course. Students have</p>

	students will have more exposure to VN coursework and content		not a prerequisite to allow for vocational nursing skills and knowledge to be presented / expected - above the basic nursing concept.	performed skills confidently at the clinical facilities under the continued supervision of faculty as reported and evidenced by improved skills check offs and noted on student evaluations.
--	---	--	---	--

**Improvements:**

1. Implemented the ATI program to help our LVN student pass the NCLEX exam on the first attempt
2. The prerequisite of VNSG 1323 and VNSG 1160 - Certified Nurse Aide instruction was moved out of the LVN program.
3. VNSG 1423 was moved into the LVN certificate; not a prerequisite to allow for vocational nursing skills and knowledge to be presented / expected - above the basic nursing concept.
4. In FY24, added an SLO for students in Basic Nursing Skills (VNSG 1423) with a target of 70% will achieve a grade of "B" or higher to assess the Skills demonstrations and hands on assignments required of students to determine if they can accurately demonstrate the skill

**Registered Nursing (ADN) - Program begins Fall 2024, SACSCOC Substantive Change approved October 27, 2023**

Students in the RN Program will demonstrate the ability to apply critical reasoning skills to nursing related activities  In the Role of Provider of Patient-Centered Care the student will:  1. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.  2. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree program of study.  3. Analyze comprehensive assessment data to	The program's educational outcomes reflect the philosophy of the program and are differentiated according to the four roles of the professional nurse identified by the Differentiated Essential Competencies (DEC) of the Texas Board of Nursing.  • Member of the Profession  • Provider of Patient-Centered Care  • Patient Safety Advocate  • Member of the Health Care Team	All faculty will engage in professional development activities to maintain their skills and knowledge to apply to their classroom instruction.  Maintain BON accreditation in all programs that will ensure quality instruction for the ability of students to achieve expected outcomes.  Monitor pass rates of the National Council for Licensure Examination (NCLEX)	<b>Program begins Fall 2024</b>	<b>Program begins Fall 2024</b>
---	--	---	---------------------------------	---------------------------------



<p>Identify problems, formulate goal/outcomes, And develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</p> <p>4. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.</p>				
<p>Students in the RN Program will demonstrate the ability to practice within an ethical legal framework</p> <p>In the Role of Member of the Profession the student will:</p> <p>1. Function within the nurse's legal scope of practice, and in accordance with regulations and the policies and procedures of the employing health care institution or practice setting.</p> <p>2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.</p> <p>3. Participate in activities that promote the development and practice of professional nursing.</p> <p>4. Demonstrate responsibility for continued competence in nursing practice, and develops insight through reflection, self-analysis and self-care, and life-long learning.</p>	<p>The program's educational outcomes reflect the philosophy of the program and are differentiated according to the four roles of the professional nurse identified by the Differentiated Essential Competencies (DEC) of the Texas Board of Nursing.</p> <ul style="list-style-type: none"> <li>• Member of the Profession</li> <li>• Provider of Patient-Centered Care</li> <li>• Patient Safety Advocate</li> <li>• Member of the Health Care Team</li> </ul>	<p>Faculty will stay abreast of legal aspects associated with the nursing program to ensure the transfer of information to our students.</p> <p>All faculty will engage in professional development activities to maintain their skills and knowledge to apply to their classroom instruction.</p> <p>Monitor pass rates of the National Council for Licensure Examination (NCLEX)</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>
<p>Patient Safety Advocate - promotes</p>	<p>The program's educational</p>	<p>LSC-O faculty and staff will meet with leaders</p>		

<p>safety in the individual and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and attitudes; identifying and reporting actual and potential unsafe practices while complying with National Patient Safety Goals for reducing hazards to individuals in the healthcare setting</p> <p>The Registered Nursing (RN) Program faculty developed the following program goals based on faculty beliefs and a commitment to the mission of the college:</p> <ul style="list-style-type: none"> <li>• Prepare the graduate to attain RN licensure;</li> <li>• Provide a foundation for career and educational mobility;</li> <li>• Foster the development of critical reasoning and problem-solving skills for program participants.</li> </ul>	<p>outcomes reflect the philosophy of the program and are differentiated according to the roles of the professional nurse identified by the Differentiated Essential Competencies (DEC) of the Texas Board of Nursing.</p> <ul style="list-style-type: none"> <li>• Member of the Profession</li> <li>• Provider of Patient-Centered Care</li> </ul>	<p>from local industry and our local advisory committee to form partnerships to enable our student to receive clinical training and provide opportunities for future employment.</p> <p>Monitor pass rates of the National Council for Licensure Examination (NCLEX)</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>
<p><b>Improvements:</b> 1. <b>Program begins Fall 2024</b></p>				
<p style="text-align: center;"><b>Technical &amp; Workforce</b></p>				
<p style="text-align: center;"><b>Management and Service Industry</b></p>				
<p><b>Business</b></p>				
<p>Included in Academic Program</p>				
<p><b>Business Management</b></p>				
<p>Included in Academic Program</p>				
<p><b>Construction Management (New Program as of</b></p>				
<p>70% of students enrolled in Residential and Light Commercial Construction Drawings (CNBT 1300) will achieve a grade of "C" or higher by demonstrating the following Student Learning Outcomes:</p> <p>Identify construction drawing symbols and abbreviations;</p>	<p>Blueprint reading is an essential skill in the workforce and will allow students to be successful. It is a basic skill that most employers require.</p>	<p>Actual Blueprints are available for students to reference, and virtual office hours are offered for those who need extra help.</p>	<p>6 out of 8 students enrolled in CNBT 1300 passed with a "C" or higher which is a 75% pass rate so the goal was met.</p>	<p>Virtual Office hours will still be offered, and the program will research for additional resources.</p> <p>Will increase the target to 75% for the next IE cycle.</p>

<p>interpret a set of construction drawings;</p> <p>correlate elevations, sections, details, plan views, schedules, general notes, and use of architectural and engineering scales.</p>				
<p><b>Improvements:</b></p> <p>1. This course (CNBT 1300) educates students on how to accurately read blueprints, which is essential in their field. In the future, sample blueprints will continue to be provided as well as virtual office hours in an effort to continue to raise scores.</p> <p>2. The FY24 goal is a 5% increase from the previous year, and that blueprint reading is an essential knowledge in the construction industry.</p> <p>3. As this is a new program, a FY24 SLO will be created that the Construction Management Program will create a Capstone for students at the end of their program.</p>				
<p><b>Cosmetology</b></p>				
<p>90% of students enrolled in Fundamentals of Cosmetology (CSME 1405) will achieve a grade of "C" or higher by demonstrating the following Student Learning Outcomes:</p> <p>Identify fundamental concepts of cosmetology;</p> <p>demonstrate basic skills according to TDLR standards</p>	<p>This is a fundamental course that prepares students for the program, and gives them the basic knowledge needed to be successful in the program.</p>	<p>Offering office hours for students who need additional help</p> <p>Reviewing difficult concepts</p> <p>Encouraging students to form study groups to review important topics.</p>	<p>90% of students enrolled in CSME 1405 during FY23 passed the course with a grade of "C" or higher. The goal and expected outcome were met.</p>	<p>Hands on labs will be held and rubrics will be given so there are clear expectations in an effort to exceed this goal</p>
<p><b>Improvements:</b></p> <p>1. Created hands-on labs in an effort to give students a different perspective on the material and a rubric will be provided so the students will have clear expectations of what is expected of them</p> <p>2. New program as of FY23, so three new SLO's has been added for FY24: 1) Students will have proficient knowledge, comprehension, and application skills to exhibiting sanitation, client protection, infection control, &amp; blood spill and clean-up procedures. 2) Students will have proficient knowledge, comprehension, and application skills to exhibit proficient skills in all areas of hair dressing. 3) Students will have proficient knowledge, comprehension, and application skills to exhibit proficient skills in all areas of hair dressing.</p>				
<p><b>Real Estate</b></p>				
<p>70% of students enrolled in Principles of Real Estate I (RELE 1301) will pass with a "C" or higher by demonstrating the following Student Learning Outcomes:</p> <p>Define the principles of real estate and how they apply to the real estate industry; describe titles to and conveyance of real estate;</p> <p>discuss legal descriptions, deeds,</p>	<p>RELE 1301 is an intro course that provides students with the basic principles needed in the real estate field that will help them throughout the program</p>	<p>Providing PowerPoints and examples of important and difficult concepts.</p> <p>Offering virtual office hours.</p>	<p>75% of students enrolled in RELE 1301 during FY 23 passed the course with a grade of "C" or higher. The goal and expected outcome were achieved.</p>	<p>The goal was met; however, more research will be done in order to increase students' grades and current strategies will remain in place.</p> <p>For FY24, the target has been increased to 75%</p>

<p>encumbrances and liens;</p> <p>discuss Texas Real Estate License Act (TRELA;</p> <p>distinguish differences between personal and real property;</p> <p>outline the federal, state, and municipal laws related to discrimination in the real estate.</p>				
<p><b>Improvements:</b></p> <p>1. The Real Estate Program’s first goal was for 70% of students in RELE 1301 to achieve a grade of “C” or higher. This goal was exceeded and 75% of students passed the class. The FY24 target has been increased to 75%.</p> <p>2. This program is a newer program, so for goal 2 a baseline student enrollment number was created. A baseline enrollment number will help the program know where to start enrollment wise and allow the program to keep track of enrollment growth in the future. The goal of 10 unduplicated students was achieved.</p> <p>3. Added a new SLO for FY24, for “Contract Forms and Addenda” (RELE 1300) which provides a strong core foundation to all students seeking a career path in this field. As the regular establishing of contracts and addenda's will be a primary focus for professional entering real estate management.</p>				
<p><b>Building Construction Technology Program begins Fall 2024, SACSCOC Substantive Change Submitted December 26, 2023 - Pending Approval</b></p>				
<p>Students will learn basic safety practices and procedures required in the construction industry.</p> <p>Construction Technology students will demonstrate basic safety practices and procedures; use tools and equipment; estimate material requirements from blueprints; and demonstrate methods and techniques used in various types of site preparation and foundations.</p>	<p>The Construction Technology program prepares the student for a technical service career in job site construction safety in residential, commercial, and industrial construction. The student will study site preparation foundations, form work, safety, tools, and equipment.</p>	<p>All faculty will ensure quality instruction for the ability of students to achieve expected outcomes.</p> <p>At least 70% of students successfully demonstrate basic safety practices and procedures; use tools and equipment; estimate material requirements from blueprints; and demonstrate methods and techniques used in various types of site preparation and foundation skills as assessed by the Lab Assessment in CNBT 1316.</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>
<p>Construction Technology students will demonstrate the ability to identify various construction classifications and occupancy categories; cross-reference the guidelines, tables, charts, and specifications as presented in the building codes; and determine if construction meets building codes and standards.</p>	<p>The Construction Technology program prepares the student for a technical service career in construction using the appropriate building codes and standards. The student will be able to apply appropriate building codes and standards applicable to building</p>	<p>All faculty will ensure quality instruction for the ability of students to achieve expected outcomes.</p> <p>At least 70% of students successfully demonstrate understanding of the appropriate building codes and standards as assessed by the Lab Assignment in CNBT 1342.</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>



	construction and inspection processes.			
<p>Graduates are able to be employed in the construction trades.</p> <p>Students have the required knowledge and skills to earn a certificate of completion (Basic or Intermediate) or Associates of Applied Science degree.</p>	<p>The Construction Technology program prepares the student for a technical service career in job site construction safety in residential, commercial, and industrial construction.</p>	<p>LSC-O faculty and staff will meet with leaders from local industry and our local advisory committee to form partnerships to enable our student to provide opportunities for future employment.</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>
<p><b>Improvements:</b></p> <p>1. <b>Program begins Fall 2024</b></p>				
<p><b>Criminal Justice and Court Reporting</b></p>				
<p><b>Court Reporting</b></p>				
<p>Students will pass simulated CSR and RPR examinations and/or Written Knowledge Tests.</p>	<p>Students must pass the State licensing exam in order to practice Court Reporting in the state of Texas.</p>	<p>The student will repeat test taking of 5-minute dictations at speeds up to the exit speeds of 180, 200, &amp; 225 wpm in order to pass a simulated examination and will also receive instruction for studying for the Written Knowledge exam required to become a certified shorthand reporter.</p> <p>85% of students will pass the simulated CSR and RPR examinations and/or Written Knowledge Test Mock Exam.</p>	<p>100% of students passed the Written Knowledge Test Mock Exam.</p>	<p>Will increase the target from 85% to 90% for the 2024-2025 academic year.</p>
<p>Students will be able to demonstrate their ability to perform the role of the court reporter in court proceedings and/or depositions.</p>	<p>Students must be able to perform the role of the court reporter in court proceedings and/or depositions</p>	<p>Students will demonstrate their ability to properly perform features of a court reporting job, including how to mark and handle exhibits, identify multiple speakers, swear in witnesses, and format transcripts. Attorney-court reporter interaction is covered, and absolute professionalism in dress and action is emphasized</p> <p>75% of students will pass the course (CRTR 2312 Court Reporting Procedures) with a grade of 75% or higher over the following topics: taking and formatting depositions, indexing exhibits and</p>	<p>100% of the students passed the course with 75% or higher.</p>	<p>Will increase the target from 75% to 85% for the 2024-2025 academic year.</p> <p>Will continue to offer one-on-one instruction for students to ensure that they are engaged and participating and understanding the course.</p>

producing transcripts; as well as taking court work, indexing exhibits and formatting and producing transcripts in court and trials.

**Improvements:**

1. The 1st goal was for 85% of students to pass the simulated CSR and RPR examinations and/or Written Knowledge Test Mock Exam. 100% of students passed the mock exam exceeding the goal by 15%. In the future, the program hopes to keep the same results so efforts to prepare students for their mock and actual exam will continue.
2. Goal 2 was for 75% of students to pass the course (CRTR 2312 Court Reporting Procedures) with a grade of 75% or higher over the following topics: taking and formatting depositions, indexing exhibits and producing transcripts; as well as taking court work, indexing exhibits and formatting and producing transcripts in court and trials. The goal was exceeded and 100% of students passed the course, so in the future, the program will continue on the same track in order to prepare future court reporters for the workplace.
3. The Court Reporting program will seek accreditation from the National Court Reporters Association.

**Technical Criminal Justice (Included in Academic Program (8.2.b))**

**Industrial Technology**

**Instrumentation**

<p>70% of instrumentation students in AC Circuits (CETT 1405) will complete the course with a B or higher by demonstrating the following Student Learning Outcomes:</p> <p>Operate test equipment including oscilloscope;</p> <p>identify various sources of electricity; analyze AC circuits using applicable mathematical formulas;</p> <p>troubleshoot various AC circuits using schematic diagrams.</p>	<p>CETT 1405 is an entry level course that students will enroll in at the beginning of the degree plan, Students being passing this course with a B or better will allow them to be successful as they progress through the degree plan.</p>	<ol style="list-style-type: none"> <li>1. Instructors will use other engagement techniques in addition to lectures (videos, hands on, projects, teambuilding, and presentations).</li> <li>2. Instructors will be available for additional hours to assist student with questions regarding the course.</li> </ol> <p>Collaborate with Office of Institutional Research to determine the students that passed CETT 1405 with a B or better.</p>	<p>95% of students enrolled in CETT 1405 during FY23 completed the course with a B or better. The expected outcome was achieved.</p>	<p>The goal was exceeded; however, efforts will continue to ensure student success improves and more learning opportunities will be explored.</p>
---	--	---	--	---

**Improvements:**

1. The Instrumentation Program aims to educate students who will go into the industry knowledgeable and ready to contribute to the community. Goal 1 was a grade-based goal (70% of instrumentation students in CETT 1405 will complete the course with a B or better.) that was met with 95% of students achieving a grade of "B" or higher in CETT 1405
2. In FY24, the Instrumentation Program will consistently implement the Operational Excellence plan developed collaboratively in the 23-24 year in order to instill workplace habits in our students. The plan will be implemented consistently across all F2F and Hybrid technical programs.

**Process Operating Technology**

<p>80% of students in Introduction To Process Technology (PTAC 1302) will complete the course with a B or better by demonstrating the following Student Learning Outcomes:</p> <p>Describe the roles, responsibilities, safety,</p>	<p>This outcome was determined because this is an entry level course that students will enroll in at the beginning of the degree plan. Students passing this course with a B or better will allow them to be</p>	<ol style="list-style-type: none"> <li>1. Instructors will use other engagement techniques in addition to lectures (videos, hands on, projects, teambuilding, and presentations).</li> <li>2. Instructors will be available for additional hours to assist student</li> </ol>	<p>Out of the 75 students enrolled in PTAC 1302 in FY 2022, 59 of them passed the course with a B or better. This results in 79% of students completing the course with a B or better. This was slightly below the 80% expected outcome.</p>	<p>There is evidence the process to ensure that process technology students are successful is working based on range of achievement of this goal. We will continue to ensure students who are enrolled in the entry level course(s) of the program are achieving a grade of</p>
---	--	---	--	---

<p>environmental, and quality concepts associated with the work environment of a process technician; and identify basic processes, equipment and systems.</p>	<p>successful as they progress through the degree plan.</p>	<p>with questions regarding the course.</p>	<p>63% of students passed PTAC 1302 with a B or better in FY23. The expected outcome of an 80% pass rate was not achieved.</p>	<p>"B" or better to determine their future success in the program.  The goal was not achieved; however, instructors will continue to be available outside of classroom times and explore more hands on approaches to reach a variety of learning styles.</p>
<p>Students will demonstrate understanding of applied process technology knowledge.  70% of students in PTAC 2438 will pass the NAPTA exam.</p>	<p>Students passing the NAPTA Exam will be able to include the score on their resume which allows them to be competitive in employment.</p>	<p>Instructor will provide training in preparation for the NAPTA exam. Instructor will provide a review of NAPTA sample test material prior to students taking the exam.  Collaborate with the Testing Center to provide NAPTA exam results.</p>	<p>14 out of 20 students achieved a passing grade on the NAPTA exam which is a 70% passing rate so the goal was met.</p>	<p>The PTEX-CR exam is a standard exam designed to measure applied process technology knowledge. There is no "passing" score associated with it. The program developed a measure by analyzing the test scores that were available. it was calculated that 70% of our students scored 48-50 or greater on the exam and 50 is accepted as passing.</p>

**Improvements:**  
 1. The last goal set was a grade-based goal for an entry level course (PTAC 1302). This goal was not met and 63% achieved a grade of "B" or higher as opposed to the goal of 80%. This is an entry level course that gives students a base knowledge to build on throughout the program. The program will continue to support students and explore strategies to increase the results of the topics assessed.  
 2. The NAPTA Exam goal which was set at a 70% passing rate was achieved and allows students to note it on their resume which aids them in gaining employment.  
 3. The Process Technology Division will consistently implement the Operational Excellence plan developed collaboratively in the 23-24 year in order to instill workplace habits in our students. The plan will be implemented consistently across all F2F and Hybrid technical programs.

**Safety, Health and Environment**

<p>70% of EHS students in Safety, Health, and Environment I (PTAC 1408) will complete the course with a B or better by demonstrating the following Student Learning Outcomes: Describe the components of a typical plant safety and environmental program and the role of a process technician in relation to safety, health, and the environment; identify the functionality of safety, health, and environmental equipment used.</p>	<p>PTAC 1408 is an entry level course that students will enroll in at the beginning of the degree plan, Students being passing this course with a B or better will allow them to be successful as they progress through the degree plan.</p>	<p>1. Instructors will use other engagement techniques in addition to lectures (videos, hands on, projects, teambuilding, and presentations).  2. Instructors will be available for additional hours to assist student with questions regarding the course.</p>	<p>75% of students enrolled in PTAC 1408 completed the course with a grade of B or better. The expected outcome was achieved.</p>	<p>Even though the goal was met, the program and its faculty will continue to explore ways to give students various ways of learning/instruction and will continue to assist students with questions or concerns regarding the program or field of study.</p>
--	--	---	---	---

**Improvements:**  
 1. The program supports LSC-O's mission statement and strives towards continual excellence. Two goals were set for this fiscal year but only one

was met. The first goal was a grade-based goal (70% of EHS students in PTAC 1408 will complete the course with a B or better.) and it surpassed by 5% the original target.

2. The Safety, Health, and Environmental Division will consistently implement the Operational Excellence plan developed collaboratively in the 23-24 year in order to instill workplace habits in our students. The plan will be implemented consistently across all F2F and Hybrid technical programs.

**Information Technology & Networking**

**Information Technology**

<p>75% of students will make an A in the internship course, ITSC 2387 better by demonstrating the Student Learning Outcomes from a work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts.</p> <p>A learning plan is developed by the college and the employer.</p>	<p>These outcomes closely align with the LSC-O Strategic Plan, Goal 3 (Service). On-the-job experience, which students obtain while performing an internship, is essential to the success of graduates entering the Information Technology field.</p>	<p>Continual monitoring and communication with students regarding their internship experience and what is expected on the job.</p>	<p>In FY22, 89% of students enrolled in ITSC 2387 made a grade of "A" in the course.</p> <p>In FY23, there was one student enrolled in this course for Fall of 2022 and one student enrolled for Spring of 2023. Both students performed very well during their internship and earned an "A" in the course. Therefore, the expected outcome of 80% was met.</p>	<p>The goal was met so students will continue to receive support and continual monitoring to ensure student success in the future.</p> <p>Increased the target to 80% for FY23</p> <p>We will continue to monitor this goal as this is a capstone course for the IT AAS degree.</p>
<p>70% of students will earn a "B" or better in the CCNA 3: Enterprise Networking, Security, and Automation (ITCC 2320- capstone course) by demonstrating the following Student Learning Outcomes: Configure advanced routing and switching protocols; resolve common issues with routing and switching protocols; identify threats and enhance network security; implement IPv4 Access Control Lists (ACLs); configure Network Address Translation (NAT) services; explain virtualization, software defined networking, and automation.</p>	<p>These outcomes closely align with the LSC-O Strategic Plan, Goal 1 (Quality). This capstone networking course is essential to Information Technology students. The course includes a skills exam at the end of the course which simulates a "real world" networking project.</p>	<p>Monitor grades throughout the course on Exams and lab assignments, skills exam, and final exam; encourage students to seek help on difficult concepts.</p>	<p>70% of students completed this course with a "B" or better. Therefore, the expected outcome was met.</p>	<p>Continue to monitor this goal as this is a capstone course in two of our IT certificates (third networking course).</p>
<p>The Information Technology program students will demonstrate mastery of program learning outcomes.</p>	<p>The Information Technology program faculty regularly meet and review the curriculum in the</p>	<p>With the help of the Information Technology Advisory Committee, the IT curriculum is reviewed on a continual basis regarding what is</p>	<p>The Information Technology Advisory Committee met in April of 2023 and advised that the IT certificates should be "stackable".</p>	<p>Changes in the Information Technology program certificates are currently being implemented which</p>



	Information Technology program. We also meet with the Information Technology Advisory Committee at least once a year.	relevant to an IT graduate entering the workplace. Curriculum is revised as necessary.	They also recommended courses be added in project management and possibly cloud.	include "stackable" certificates.
--	---	--	--	-----------------------------------

**Improvements:**

1. In the ITSC 2387 course, there were only two students who enrolled for each semesters, Fall 2022, and Spring 2023. The goal of this course is for students to gain on-the-job experience in order for them to be prepared after they graduate from the program. We will continue to monitor this outcome since this is a capstone course for the ITSS AAS degree.
2. In the ITCC 2320 course for Spring of 2023, all students met the goal. This course involves students performing multiple hands-on labs which mimic real-world scenarios in a networking environment. We will continue to monitor this goal as this is a capstone course in two of our IT certificates (third networking course).
3. The Information Technology Advisory Committee met in April of 2023 and advised that the IT certificates should be "stackable". They also recommended courses be added in project management and possibly cloud. Changes in the Information Technology program certificates are currently being implemented which include "stackable" certificates.

**Networking – CISCO (included in Information Technology above)**

**Logistics & Manufacturing**

**Electromechanical Technology**

70% of students enrolled in Flow and Measurement Calibration (INTC 1358) will pass with a "C" or higher by demonstrating the following Student Learning Outcomes:  Students will be able to perform flow calculations;  Be able to select the proper primary flow element under specific conditions	The Electromechanical advisory committee met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success upon entering the workforce	Instructional faculty will implement material related to INTC 1358 in all lower-level courses culminating in a capstone experience where this SLO will be measured.	83% of all students enrolled in INTC 1358 during FY23 passed the course with a grade of "C" or higher. The expected outcome was achieved.	IEP strategies to support unsuccessful students
---	--	---	---	---

70% of students will pass Basic Machine Shop I (NCCER Core) MCHN 1338 with a "C" or higher by demonstrating the following Student Learning Outcomes:  Demonstrate set-up and use of basic machine tools;  apply good housekeeping; and employ proper safety;  use precision instruments to perform bench work including part layout, drilling, reaming, tapping, employ drilling,	The Electromechanical program faculty met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success upon entering the workforce.	Instructional faculty will embed this and related student learning outcomes throughout the curriculum culminating in a capstone experience where this SLO will be measured.	100% of students achieved a grade of "C" or higher so the goal was met.	IEP Early morning tutorials and extra support as needed for students to be successful.
---	--	---	---	--

reaming, hole machining processes;  demonstrate tooling maintenance and equipment maintenance.				
Electromechanical Program students will demonstrate mastery of program learning outcomes as communicated through industry advisory committee.  The Electromechanical program faculty will meet and review the curriculum in the Electromechanical program.	With workforce needs constantly changing due to rapid innovative industry expansion in our area there is a need for clear oversight from industry.	Advisory committee meets twice a month to review and discuss program learning outcomes and student program outcomes.	Changes were made to the following courses in the following areas:  Combine Hydraulics and pneumatics into one course to make room for INMT 2303 Pumps, compressors, and mechanical drives.  Add INTC 1358 Flow and measurement Calibration for better integration into instrumentation systems in industry.  Delete MCHN 1320 Measurement as a duplicate or redundant course.	Courses reviewed by advisory committee were to combine Hydraulics and pneumatics into one course to make room for INMT 2303 Pumps, Compressors, and Mechanical drives.  Add INTC 1358 Flow and Measurement Calibration for better integration into instrumentation systems in industry.  Delete MCHN 1320 Measurement as a duplicate or redundant course
<p><b>Improvements:</b></p> <ol style="list-style-type: none"> <li>1. The electromechanical program is a new program that was established in Fall 2022. Initial cohort of 14 full time students with five additional dual credit students were retained at a rate of 73%.</li> <li>2. Active advisory committee recommended multiple curriculum changes that were implemented for fall 2023.</li> <li>3. Program purchased Amatrol equipment required to teach all course and student learning outcomes as part of the TRUE grant. \$500,000 in Amatrol equipment was purchased for use in the Electromechanical program.</li> </ol>				
<p><b>Logistics Management - Logistics</b></p>				
75% of students will achieve a grade of "C" or higher in Information and Project Management (LMGT 1319) by demonstrating the following Student Learning Outcomes:  Explain the terms and how they relate to the overall concept of logistics; Explain the legal aspects and regulatory agencies as they relate to logistics management;  Demonstrate the ability to apply decision making techniques based on time, materials, and space.	The Logistics Program faculty met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success upon entering the workforce	Instructional faculty will embed this and related student learning outcomes throughout the curriculum culminating in a capstone experience where this SLO will be measured.	80% of students enrolled in LMGT 1319 during FY23 earned a grade of "C" or higher in the course. The expected outcome was achieved.	The goal of 75% of students achieving a "C" or higher in LMGT 1319 was exceeded by 5% so the current strategies will be continued as well as brainstorming of new possibilities in order to further exceed this goal. Increased target to 80% for FY24
<p><b>Improvements:</b></p>				

1. Goal 1 was 75% of students will achieve a grade of "C" or higher in LMGT 1319 Information and Project Management and that goal was exceeded by 5% so next fiscal year the goal will increase in order to continue to improve the program.

**Maritime/Ordinary Seaman - Nautical**

<p>75% of Maritime Students will successfully pass Basic Safety (NAUT 1315) with a "B" or higher by demonstrating the following Student Learning Outcomes:</p> <p>Demonstrate competencies of U.S. Coast Guard-approved basic firefighting course, personal safety and social responsibility, personal survival techniques, and first aid and CPR.</p>	<p>Having the knowledge of basic safety will ensure that the students remain safe in the workforce and don't endanger themselves or others.</p>	<p>The students will do a lot of hands-on real-world work and will earn a CPR certification.</p>	<p>50% of students in NAUT 1315 passed the course with a grade of B or higher. The expected outcome was not met. It is worth noting that only two students took NAUT 1315 during FY23.</p>	<p>Students will have the opportunity to do make-up work and meet with the instructor on difficult concepts.</p>
--	---	--	--	--

**Improvements:**

1. The Maritime Program prepares highly competent Ordinary Seamen to enter the workforce and achieved significant enrollment growth. The 2022 student cohort demonstrated competent knowledge and skills, it was determined updated instructional materials were needed. New textbooks were created in 2022 summer. Have begun offering one-on-one tutoring session to students struggling with Nautical Terminology and Rules of the Road learning outcomes.
2. The Maritime Program was able to purchase a \$500,000 mobile training unit for students to gain more hands-on training and the mobile training unit will be used in the Maritime Curriculum for the benefit of the students. Captains will learn to operate and train students on the new mobile training unit.
3. In FY24, students will be given the opportunity to obtain their Transportation Worker Identification Credential (TWIC) while in the maritime program

**Welding Technology - Welding**

<p>All faculty will have the required qualification to teach in the program.</p>	<p>Qualified faculty allow the program to provide a quality education that will produce competent employees for the workforce which goes along with LSC-O's Strategic Plan to provide a quality education</p>	<p>Provide professional development opportunities.</p> <p>Encourage faculty to stay up to date on current trends in the industry</p>	<p>All faculty members have the minimum educational credentials and work experience required to teach in this department, as indicated in the Xitracs credentialing module.</p>	<p>All faculty have the required qualifications and new hires will continue to have their qualifications checked to ensure the program is providing experienced faculty for the students.</p>
<p>The Welding Program will increase dual credit enrollment at the local ISD's by 5%.</p>	<p>Increased dual credit enrollment produces more students for the workforce sooner allowing them to establish a career in welding earlier than their peers.</p>	<p>Collaborating with local schools to inform students of available classes and awards in the program as well as the benefits of completing some or all of the course work early.</p>	<p>The Welding Program enrolled a total of 3 dual credit students during FY22. During FY23, the program enrolled 75 students.</p> <p>This enrollment increase significantly exceeds the 5% increase goal set. The significant increase can be attributed to a new partnership with Lumberton High School.</p>	<p>In order to continually build dual credit enrollment, the program will continue to explore additional ISD's to partner with in the future.</p>
<p>The Welding Program will create a new basic (15-22SCH) award focused on dual credit completers</p>	<p>Creating a new award for dual credit completers allows graduating high school students to gain more</p>	<p>Working with the Dean of Academic and Technical Studies as well as Dual Credit Instructors to add this award to the program and make sure the appropriate steps are</p>	<p>The new basic award was added so the goal of creating a new basic award was met.</p>	<p>Now that the award is established, the program will communicate to students and inform them of the benefits and provide the knowledge necessary to</p>

	<p>qualifications for the workforce and enter the workforce before their peers.</p>	<p>taken in order for this award to be established.</p>		<p>successful earn the new award.</p>
<p><b>Improvements:</b>                  1. Qualified faculty allow the program to provide a quality education that will produce competent employees for the workforce which goes along with LSC-O's Strategic Plan to provide a quality education.                  2. Significant increase in enrollment can be attributed to a new partnership with Lumerton High School.                  3. The Welding Program created a new basic (15-22SCH) award focused on dual credit completers</p>				
<p><b>HVAC Program begins Fall 2024, SACSCOC Substantive Change Approved October 27, 2023</b></p>				
<p>HVAC students will demonstrate the ability to perform the charging of a system correctly in the heating and cooling modes.</p>	<p>The heating, ventilation, air conditioning and refrigeration program prepares the student for a technical service career in residential or light commercial / industrial environmental systems. The student will study the mechanical and electrical/ electronic systems involved in contemporary environmental controls</p>	<p>All faculty will ensure quality instruction for the ability of students to achieve expected outcomes with at least 70 % of students successfully demonstrate HVAC Charging skills as assessed by the Lab Assessment in HART 2438</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>
<p>Students have the required knowledge and skills to earn a certificate of completion (Basic or Intermediate) or Associates of Applied Science degree.</p>	<p>The heating, ventilation, air conditioning and refrigeration program prepares the student for a technical service career in residential or light commercial / industrial environmental systems.</p>	<p>LSC-O faculty and staff will meet with leaders from local industry and our local advisory committee to form partnerships to enable our student to provide opportunities for future employment.                   At least 80% of students will successfully (C or better) complete program coursework as shown on the "Grade Distribution Analysis" report produced by the OIRE.                   At least 25 program graduates over a 5 year period as reported on the THECB Institutional Effectiveness Report.                   70% of students will successfully complete the National Center for Construction Education &amp; Research (NCCER) Heating, Ventilation, and Air Conditioning certifications upon</p>	<p><b>Program begins Fall 2024</b></p>	<p><b>Program begins Fall 2024</b></p>



		completion of the basic and intermediate certificates.		
Faculty have the necessary credentials and professional experience to teach, recruit, and promote the HVAC programs.  HVAC will have and maintain their faculty credentials per the LSC-O Faculty Credentialing policy	Faculty will stay current on new developments and changes in the industry.	All faculty will engage in professional development activities to maintain their skills and knowledge to apply to their classroom instruction to ensure a quality education for all HVAC students.  Faculty credentials will be reviewed annually to ensure:  Appropriate academic preparation  Appropriate licensure / certifications are current  Professional Development / Continuing Education opportunities have been completed.	<b>Program begins Fall 2024</b>	<b>Program begins Fall 2024</b>

**Improvements:**  
**1. Program begins Fall 2024**

**Resource Allocation**

In order to plan accordingly for the upcoming fiscal year, the Educational Program Outcome Assessment Plans are submitted to executive leadership including the President, the Executive Vice President/CFO of Finance and Operations and the Executive Vice President/Provost of Academic Affairs. Annual budget hearings are scheduled in which the instructional managers must submit their previous year's Educational Program Assessment Summary documents and their intended outcome plans for the upcoming fiscal year.

These presentations permit instructional leaders to present justifications for the next budget cycle. Executive leadership takes the completed plans and intended plans with projected budget impacts into consideration when establishing the following year's budget[116]. This documentation process allows each unit a formal opportunity to present the work they have accomplished and provide further explanation regarding any resource allocation and/or budget adjustment requests needed to support their future plans. Once the annual budget is approved, plans are implemented at the start of the new fiscal year that begins in the fall semester.





**Summary**

LSC-O's wide-ranging and integrated planning, budgeting, assessment, evaluation, and use of results system ensures the college thoroughly reviews its mission, goals and outcomes, gives leverage to continuous improvements in institutional quality, and allows the college to demonstrate that it is effectively accomplishing its mission in regards to Educational Programs. Everything that is planned and accomplished by LSC-O is designed to support its mission. By maintaining its relationship with the Board of Regents of the Texas State University System and the Texas Higher Education Coordinating Board and adherence to the IE Model, the college is able to continuously monitor that it is serving its purpose and doing so effectively.

**Conclusion**









Because LSC-O identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the student learning outcomes for each of its educational programs, the College affirms compliance with Comprehensive Standard 8.2.a.

**Evidence**

- [ 1 ]  [CR 7.1 Institutional Planning - CCR Narrative](#)
- [ 2 ]  [LSCO Executive Division \(Expanded\) FY23 Org Chart](#)
- [ 3 ]  [CR 8.1 Student Achievement LSCO CCR Report](#)
- [ 4 ]  [lscO-edu-about-strategic-plan-\(Vision\)](#)

- [ 5 ]  [Isco-edu-about-strategic-plan-\(Mission\)](#)
- [ 6 ]  [Isco-edu-about-strategic-plan-\(Core\)](#)
- [ 7 ]  [Vision\\_Mission Statement\\_Strategic Plan\\_Lamar State College Orange \(LSCO Website as of 11-12-2023\)](#) Page 1
- [ 8 ]  [LSCO Strategic Plan 2020-2024](#)
- [ 9 ]  [Isco-edu-about-strategic-plan-\(Strategic Plan - High Level\)](#)
- [ 10 ]  [Isco-edu-about-strategic-plan-\(Strategic Plan - Detail\)](#)
- [ 11 ]  [LSCO Strategic Plan 2020-2024 \(Mapped to SPS-SPO-SPTs\)](#)
- [ 12 ]  [CR 4.1 LSCO CCR Narrative - TSUS](#)
- [ 13 ]  [TSUS 2020 Vision PPT 081816 Final](#)
- [ 14 ]  [TSUS Minutes Regular May 2019 - Strategic Plan Approval](#)
- [ 15 ]  [THECB-talent-strong-texas-Overview](#)
- [ 16 ]  [8.1.60x30-regional-plan-southeast](#)
- [ 17 ]  [Building a Talent Strong Texas](#)
- [ 18 ]  [TSUS State Tech Performance Indicator Definitions - 2025 Reporting Cycle](#)
- [ 19 ]  [THECB 60x30TX and TSUS Vision 2025-Isco-edu-institutional-research-effectiveness-student-achievement](#)
- [ 20 ]  [Heirarchy of THECB-TSUS-LSCO Strategic Plans \(IEC\)](#)
- [ 21 ]  [Isco-edu-about-institutional-research-effectiveness \(1\)](#)
- [ 22 ]  [Institutional Effectiveness & Educational Support](#)
- [ 23 ]  [IE Unit Plans Training Examples 8.2a](#)
- [ 24 ]  [Sign-in Sheets from IEUP Workshops \(2023-24\)](#)
- [ 25 ]  [IE Handbook - 2022-2024](#)
- [ 26 ]  [Institutional Effectiveness Cycle Graphic \(smaller\)](#)
- [ 27 ]  [QEP Executive Summary](#)
- [ 28 ]  [LSCO Strategic Plan 2025-2029 \(Mapped to SPS-SPO-SPTs\)](#)
- [ 29 ]  [Institutional Effectiveness Administrative Unit Plan \(IEUP\) FY25 - Email - Dean Collins](#)
- [ 30 ]  [SACSCOC 7.3 8.2.a 8.2.c IE Unit Plan Tracking](#)
- [ 31 ]  [Presentation Unit Plans & Assessment](#)
- [ 32 ]  [IEUP Training Workshop 5-18-2023](#)
- [ 33 ]  [IEUP Training Workshop 6-15-2023](#)
- [ 34 ]  [IEUP Training Workshop 1-9-2024](#)
- [ 35 ]  [IEUP Assistance Science AS 10-23-2023](#)
- [ 36 ]  [FY 23 Pharmacy Technology Program Unit Plan \(8.2a\) SIGNED](#)
- [ 37 ]  [Guide to Interpreting the Unit Plan Template](#)
- [ 38 ]  [FY 22 Teacher Preparation Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 39 ]  [FY 23 Teacher Preparation Program Unit Plan \(8.2a\) SIGNED](#)
- [ 40 ]  [FY 24 Teacher Preparation Unit Plan \(8.2a\) SIGNED](#)
- [ 41 ]  [FY 22 Business Unit Plan \(8.2a\) COMPLETE - signed](#)
- [ 42 ]  [FY 23 Business Unit Plan \(8.2a\) SIGNED](#)
- [ 43 ]  [FY 24 Business Unit Plan \(8.2a\) - signed](#)
- [ 44 ]  [FY 22 Communications Unit Plans \(8.2a\) COMPLETE - signed](#)
- [ 45 ]  [FY 23 Communications Unit Plan \(8.2a\) SIGNED](#)
- [ 46 ]  [FY 24 Communications Unit Plan \(8.2a\) - signed](#)
- [ 47 ]  [FY 22 Criminal Justice Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 48 ]  [FY 23 Criminal Jusitce Unit Plan \(8.2a\) SIGNED](#)
- [ 49 ]  [FY 24 Criminal Justice Unit Plan \(8.2a\) - signed](#)
- [ 50 ]  [FY 22 Liberal Arts Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 51 ]  [FY 23 Liberal Arts Unit Plan \(8.2a\) SIGNED](#)
- [ 52 ]  [FY 24 Liberal Arts Unit Plan \(8.2a\) - signed](#)
- [ 53 ]  [FY 22 Sociology Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 54 ]  [FY 23 Sociolgy Unit Plan \(8.2a\) SIGNED](#)
- [ 55 ]  [FY 24 Sociology Unit Plan \(8.2a\) - signed](#)
- [ 56 ]  [FY 22 Computer Information Systems Unit Plan \(8.2a\) - COMPLETED - signed](#)

- [ 57 ]  [FY 23 Computer Information Systems Unit Plan \(8.2a\) SIGNED](#)
- [ 58 ]  [FY 24 Computer Information Systems Unit Plan \(8.2a\) - signed](#)
- [ 59 ]  [FY 22 Computer Science Unit Plan \(8.2a\) - COMPLETED - signed](#)
- [ 60 ]  [FY 23 Computer Science Unit Plan \(8.2a\) SIGNED](#)
- [ 61 ]  [FY 24 Computer Science Unit Plan \(8.2a\) - signed](#)
- [ 62 ]  [FY 22 Natural Science Unit Plan \(8.2a\) - COMPLETED - signed](#)
- [ 63 ]  [FY 23 Natural Science Unit Plan \(8.2a\) SIGNED](#)
- [ 64 ]  [FY 24 Science Unit Plan \(8.2.a\) - signed](#)
- [ 65 ]  [FY 22 Dental Assisting Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 66 ]  [FY 23 Dental Assisting Unit Plan \(8.2a\) SIGNED](#)
- [ 67 ]  [FY 24 Dental Assisting Unit Plan \(8.2a\) - signed](#)
- [ 68 ]  [FY 22 EMT Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 69 ]  [FY 23 EMT Program Unit Plan \(8.2a\) SIGNED](#)
- [ 70 ]  [FY 24 EMT Unit Plan \(8.2a\) - signed](#)
- [ 71 ]  [FY 23 Massage Therapy Unit Plan \(8.2a\) SIGNED](#)
- [ 72 ]  [FY 24 Massage Therapy Unit Plan \(8.2a\) - signed](#)
- [ 73 ]  [FY 22 Medical Assisting Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 74 ]  [FY 23 Medical Assisting Program Unit Plan \(8.2a\) SIGNED](#)
- [ 75 ]  [FY 24 Medical Assisting Unit Plan \(8.2a\) - signed](#)
- [ 76 ]  [FY 22 Pharmacy Tech Program Unit Plan \(8.2a\) - signed](#)
- [ 77 ]  [FY 24 Pharmacy Technology Program Unit Plan \(8.2a\) - signed](#)
- [ 78 ]  [FY 22 Registered Nursing Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 79 ]  [FY 23 Registered Nursing Unit Plan \(8.2a\) SIGNED](#)
- [ 80 ]  [FY 24 RN Transitional Program Unit Plan \(8.2a\) - signed](#)
- [ 81 ]  [FY 22 Vocational Nursing Unit Plan \(8.2a\) COMPLETED1 - signed](#)
- [ 82 ]  [FY 23 Vocational Nursing Unit Plan \(8.2a\) SIGNED](#)
- [ 83 ]  [FY 24 Vocational Nursing Unit Plan \(8.2a\) - signed](#)
- [ 84 ]  [FY 23 Construction Management Unit Plan \(8.2a\) SIGNED](#)
- [ 85 ]  [FY 24 Construction Management Unit Plan \(8.2a\) - signed](#)
- [ 86 ]  [FY 23 Cosmetology Unit Plan \(8.2a\) SIGNED](#)
- [ 87 ]  [FY 24 Cosmetology Unit Plan \(8.2a\) - signed](#)
- [ 88 ]  [FY 23 Real Estate Unit Plan \(8.2a\) SIGNED](#)
- [ 89 ]  [FY 24 Real Estate Unit Plan \(8.2a\) - signed](#)
- [ 90 ]  [FY 23 Court Reporting SIGNED](#)
- [ 91 ]  [FY 24 Court Reporting Unit Plan \(8.2a\) - signed](#)
- [ 92 ]  [FY 22 Instrumentation Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 93 ]  [FY 23 Instrumentation Unit Plan \(8.2a\) SIGNED](#)
- [ 94 ]  [FY 24 Instrumentation Unit Plan \(8.2a\) - signed](#)
- [ 95 ]  [FY 22 Process Tech Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 96 ]  [FY 23 Process Tech Unit Plan \(8.2a\) SIGNED](#)
- [ 97 ]  [FY 24 Process Tech Unit Plan \(8.2a\) - signed](#)
- [ 98 ]  [FY 22 Safety, Health, and Environment Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 99 ]  [FY 23 Safety, Health, and Environment Unit Plan \(8.2a\) SIGNED](#)
- [ 100 ]  [FY 24 Safety, Health, and Environment Unit Plan \(8.2a\) - signed](#)
  
- [ 101 ]  [FY 22 Information Technology Unit Plan \(8.2a\) COMPLETED - signed](#)
  
- [ 102 ]  [FY 23 Information Technology Unit Plan \(8.2a\) SIGNED](#)
  
- [ 103 ]  [FY 24 Information Technology Unit Plan \(8.2a\) - signed](#)
  
- [ 104 ]  [FY 23 Electromechanical Unit Plan \(8.2a\) SIGNED](#)

- [ 105 ]  [FY 24 Electromechanical Unit Plan \(8.2a\) - signed](#)
- [ 106 ]  [FY 23 Logistics Unit Plan \(8.2a\) SIGNED](#)
- [ 107 ]  [FY 24 Logistics Program Unit Plan \(8.2a\) - signed](#)
- [ 108 ]  [FY 22 Maritime Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 109 ]  [FY 23 Maritime Unit Plan \(8.2a\) SIGNED](#)
- [ 110 ]  [FY 24 Maritime Unit Plan \(8.2a\) SIGNED](#)
- [ 111 ]  [FY 22 Welding Unit Plan \(8.2a\) COMPLETED - signed](#)
- [ 112 ]  [FY 23 Welding Unit Plan \(8.2a\) SIGNED](#)
- [ 113 ]  [FY 24 Welding Unit Plan \(8.2a\) SIGNED](#)
- [ 114 ]  [FY 24 HVAC Program Unit Plan \(8.2a\) - signed](#)
- [ 115 ]  [8.2.a Matrix 2023-24 Assessment Report with Improvement Row](#)
- [ 116 ]  [LSCO Budget Procedures and Guidelines](#)