

Lamar State College - Orange (LSC-O)

Submitted: March 1, 2024

8.2.c 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 Academic and student services that support student success. (Student outcomes: academic and student services)

Compliance Status: Compliant

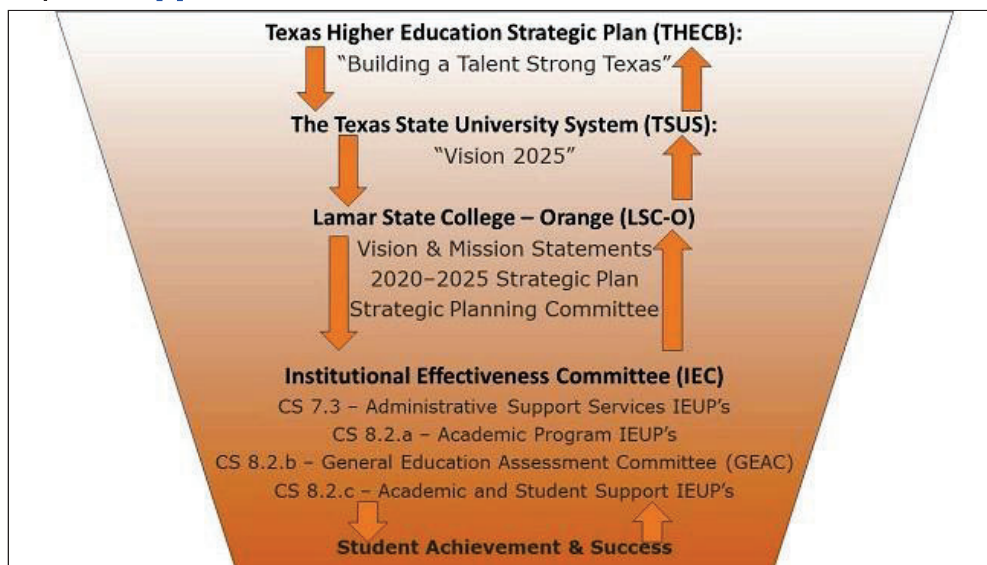
Narrative

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 Academic and student services that support student success and affirms compliance with Comprehensive Standard 8.2.c.

Institutional Overview

As detailed in Core Requirement 7.1 [1] and Comprehensive Standard 7.3 [2], LSC-O's [3] commitment to Continuous Quality Improvement (CQI) is predicated on the achievement of Student Success [4] and its desire to "be the college of choice serving Southeast Texas and Southwest Louisiana." [5] 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." [6]

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 [7]**Office of Institutional Effectiveness & Research** [8]

The purpose of the Office [9] of Institutional Research & Effectiveness (OIRE) is to provide support [10] for institution-wide planning, assessment, evaluation, and evidence-based improvements [11] in order to enhance student learning and ensure the college is accomplishing its mission. [12]

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, 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.

Institutional Effectiveness (IE) of Academic and Student Services

As noted in LSC-O’s IE Handbook[13], 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.

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, 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.

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.c.1** portrays LSC-O’s current Institutional Effectiveness Model.



Graphic 8.2.c.1[14]: 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[15] (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. The college also utilizes a planning timetable (**Table 8.2.c.2**) which provides specific dates for carrying out major parts of the IE Model.

Table 8.2.c.2 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 |

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| 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 |
| 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 |

Comprehensive Standard 8.2.c (Academic and Student Services)

At Lamar State College - Orange (LSC-O), the IE process consists of the assessment of both operational and learning effectiveness. To assess the operational effectiveness, all LSC-O departments are engaged[16] in the Administrative Planning process, which consists of developing[17] the assessment plans[18], implementing the plans, and collecting data[19] to gauge the extent to which the expected outcomes are achieved, and then using the assessment results for continuous quality improvement. **Table 8.2.c.3** documents the Academic and Student Service Unit's participation in the annual LSC-O Institutional Effectiveness Unit Plan process by functional area, responsible person, their respective reporting chain, and three years of data.

Table 8.2.c.3

| Institutional Effectiveness Unit Plans (IEUP) | | | | | |
|--|---|------------------|------------------------|---------------|------------------------|
| Academic & Student Support Services 8.2.c | | | | | |
| Functional Area | Responsible Person | Supervisor | FY 2022 | FY 2023 | FY 2024 |
| Executive Director of Strategic Partnerships | Luke Bourgeois | Dr. Wendy Elmore | Position did not exist | Completed[20] | Mid-Year Completed[21] |
| Dean / Associate Dean of Academic Studies (position eliminated in FY23) | Dr. Gwen Whitehead (20,21) Dr. Suzonne Crockett (22,23) Dana Kullman (23) | Dr. Wendy Elmore | Completed[22] | Completed[23] | Position reorganized |
| Dean of Academic, Technical & Workforce Studies (title change in FY23) | Gina Simar (20) Kristin Walker | Dr. Wendy Elmore | Completed[24] | Completed[19] | Mid-Year Completed[25] |
| Dean of Student Services | Brian Hull | Dr. Wendy Elmore | Completed[26] | Completed[27] | Mid-Year Completed[28] |
| Dean of Nursing & Health Professions (title change in FY23, formerly Associate Dean) | Mandee Tucker | Dr. Wendy Elmore | Completed[29] | Completed[30] | Mid-Year Completed[31] |
| Associate Dean of Technical Studies | Dr. Keith Jones | Kristin Walker | Completed[32] | Completed[33] | Mid-Year Completed[34] |
| Associate Dean of Workforce Education | Faith Hooks | Kristin Walker | Position did not exist | | Mid-Year Completed[35] |
| Director of Admissions & Registrar (title change in FY23) | Becky McAnelley (20,21,22) Summer Rather (23) | Brian Hull | Completed[36] | Completed[37] | Mid-Year Completed[38] |

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| Associate Dean of Student Services / Lumberton Site Administrator (title change in FY23, formerly Director of Advising, Recruiting & Testing) | Robyn Burdette | Brian Hull | Completed[39] | Completed[40] | Mid-Year Completed[41] |
| Director of Financial Aid | Diana Kinto (20,21,22) Lakrystal Joubert (23) | Brian Hull | Completed[42] | Completed[43] | Mid-Year Completed[44] |
| Director of Learning Center (position eliminated FY22) | Elizabeth Pressler | Dr. Suzonne Crockett | Completed[45] | Position eliminated | |
| Associate Dean of Off Campus Instructional Services (title change in FY 24, formerly Director of Learning Technology & Student Success) | Dr. Gwen Whitehead (20) Alicia Lloyd | Patty Collins | Completed[46] | Completed[47] | Mid-Year Completed[48] |
| Director of Library Services & Student Success (title change in FY24) | Samantha Smith | Patty Collins | Completed[49] | Completed[50] | Mid-Year Completed[51] |
| Director of Safety & Security | Joseph Hargrave | Jamie Oltz | Completed[52] | Completed[53] | Mid-Year Completed[54] |
| Coordinator of Student Activities (position renamed FY22) | Alicia Jones | Brian Hull | Position renamed | | |
| Director of Student Life | Amy Moore | Brian Hull | Completed[55] | Completed[56] | Mid-Year Completed[57] |
| Director of Community & Workforce Education | Thera Celestine | Kristin Walker | Completed[58] | Completed[59] | Position reorganized |

Academic and Student Services 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.c.4.**

Table 8.2.c.4[60]

Excerpts of Expected Student Learning Outcomes for Academic and Student Services FY 2022/2023/2024 IE CS 8.2.c Annual Unit Plans (IEUP)

| Expected SLO/Admin Outcome | Justification | Strategies/Measures | Assessment Results | Use of Results |
|--|---------------------------------------|---------------------------------|---|--|
| Academic & Student Support Services 8.2.c | | | | |
| Executive Director of Strategic Partnerships | | | | |
| LSC-O will enroll more First-Time | Enrolling more college ready students | Identify key ISD partners whose | There were slightly less TSI complete students enrolled in FY23 than in FY22. The expected outcome was not met. | We will be more active in collaborating with |

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| students who are TSI complete. | fosters academic excellence, reduces remediation costs, improves retention and aligns with institutional mission. | students are willing to participate in TSI prep camps. These camps will consist of a single subject TSI course designed to increase TSI scores for current dual credit students and ISD partner campuses. A report of first-time students who are TSI complete will be provided by the LSC-O Office of Institutional Research and Effectiveness. | | ISD partners and encourage students to participate in the TSI prep camps. We will also continue to refine the TSI preparation materials in order to strengthen student skills, foster college readiness, and bridge gaps in knowledge and competency. |
| LSC-O will increase the number of OCIS sites by 30% | Increased OCIS sites and Pathways result in increased access to higher education in SETX | Identified area high schools that are not currently offering HS Dual Credit programs | Achieved this outcome by adding four new OCIS sites | Will continue to seek K-12 partners to provide increased access to higher education in SETX |

Improvements:
 1. Modified the TSI preparation materials to increase student learning and bridge gaps in knowledge
 2. FY 24 will increase Healthcare ISD Partnerships to address Significant Nursing shortages by identifying ISD's to provide instructional space for dual credit OCIS sites
 3. FY 24 LSC-O will create an LVN dual credit pathway to allow HS students to receive an LVN Certification while still in HS.

Dean / Associate Dean of Academic Studies (position eliminated in FY23)

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| Create MOUs for Texas Southern University and other Universities. Academic transfers for AAT students to Texas Southern University. | To inform LSC-O AAT students of the requirements of admission into the College of Education at Texas Southern University followed by all other institutions with MOUs with LSC-O | Create solid pathways from LSC-O to Universities on yearly MOU updates and semester meetings with the College of Education administration and enrollment staff. Track students who are successfully admitted in to the College of Education at Texas Southern University and various partners. | We are seeking information from our University partners to validate their admission of LSC-O transfer students. We are requesting that National Student Clearinghouse provide evidence of where our students are matriculating to create MOU's with those institutions as well. | Will continue to meet with listed Universities to work and improve those partnerships and MOUs. Also working on adding additional Universities to our partnerships and create MOUs for those additional Universities. |
| To have certified Quality Matters (QM) gator courses with certified instructors | This outcome is to serve students and improve their achievement through gator success and quality matters certified instructors | Encourage all academic faculty members to participate in the QM gator success. | Quality Matters training was offered to all faculty during the year. Although only a small percentage of faculty took advantage of the training, LSC-O continues to hire qualified faculty in all disciplines | LSC-O will continue to provide opportunities for faculty to receive professional development and encourage the Quality Matters program. Will work with Departments to implement new strategies to increase participation in QM |

Improvements:
 1. Created LamarLink with Lamar University to facilitate academic transfer of LSC-O students with minimal barriers.
 2. Implemented Quality Matters (QM) as part of a Professional Development initiative.
 3. QM is being used to help train and empower faculty to evaluate courses against QM standards, provide guidance for improving the quality of courses, and certify the quality of online and blended college courses across LSC-O programs and departments

Dean of Academic, Technical & Workforce Studies (title change in FY23)

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| <p>Expand CTE programs according to the research and analysis completed as part of Lamar State College-Orange's Comprehensive Local Needs Assessment for Perkins V. New programs, or expanded programs, to support local employment needs that also provide high wages.</p> | <p>New programs, or expanded programs, to support local employment needs that also provide high wages.</p> | <p>Consult with each Health, Workforce, and Technical Studies Advisory Committee. Survey business/industry via Orange County Economic Development Corporation and/or Orange Chamber of Commerce Research employment trends Utilize Texas Workforce Commission data to locate High Wage, High Demand occupations.</p> | <p>Seventeen New or Expanded Programs: Real Estate Certificate (implemented) Real Estate AAS (implemented) Construction Management Certificate (implemented) Construction Management AAS (implemented) Emergency Medical Technician Paramedic Certificate (new) Emergency Medical Technician Paramedic AAS (new) Cosmetology Certificate (new) Cosmetology AAS (new) Massage Therapy AAS (expansion) Court Reporting Scopist Court Reporting (expansion) Court Reporting AAS (expansion) Pharmacy Technology AAS (expansion) Dental Assisting AAS (expansion) Front Office Dental Certificate (expansion) Production Welder Certificate (expansion)</p> | <p>Will continue to expand CTE programs according to the research and analysis completed as part of Lamar State College-Orange's Comprehensive Local Needs Assessment for Perkins V. New programs, or expanded programs, to support local employment needs that also provide high wages.</p> |
| <p>Build a culture of teamwork by supporting Student Services staff and resources. Internal relationships that support student success from the beginning of the students' time with LSC-O to the students' graduation day. Events and activities executed to support students by joint efforts of Student Services and Health, Workforce, and Technical Studies Program Directors and Staff.</p> | <p>The number of new HWT programs and program expansions. The staff and Program Directors value the professional development opportunity to share and network with colleagues.</p> | <p>Pre-registration meetings Recruiting event support (on campus and off campus) Provide Career Services within Student Services with support of the Health, Workforce, and Technical Studies division.</p> | <p>Hosted professional development meeting prior to spring course registration and summer/fall registration. Each Program Director advised Student Services staff of changes to the program and Student Services staff advised Program Directors of concerns/issues with schedule and/or student success. LSC-O hosted the second annual CTE Signing Day https://www.lsc.edu/news/lsc-awards-scholarships-second-career-technical-education.asp 26 students were awarded scholarships. Provided Career Coach software to Student Services the Perkins Basic Grant funds. Provided training to all of Student Services and Program Directors on the use of Career Coach and its functions. Program Directors supported recruiting events at local high schools in the spring semester, summer orientation, and high school groups on campus. Career Expo event - 2500 students attended</p> | <p>Realignment of Perkins Basic Grant funds to support Academic Advisor and to support Career Coach has resulted in an increased culture of teamwork for the Student Services and Health, Workforce, and Technical Studies Program Directors Staff.</p> |

Improvements:
 1. Increased CTE opportunities have resulted in increased credentials being awarded that support of the division and supports the vision, mission, and goals of Lamar State College-Orange
 2. FY 24 Will provide increased opportunities to students to identify academic concerns/issues and faculty the opportunity to support student completion via the Gator Support Center.
 3. FY 24 Will work to remove institutional barriers using student surveys.

Dean of Student Services

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| <p>Provide an affordable textbook solution for LSC-O students by forming a team to review the options of providing low or no cost textbooks and course materials to students at LSC-O. The team included Provost and Executive Leadership Team, Student Services, Business Office,</p> | <p>LSC-O wants students to be successful and a lack of instructional resources negatively impact student learning.</p> | <p>Meet with Barnes & Noble team to review program Work with Campus team to review process, implementation time line, and marketing plans Partner with Student Government Association to host student focus groups to inform students</p> | <p>LSC-O launched the Gator Book Pack all-inclusive rental program for Fall 2021. The students paid \$15 per credit hours for all required materials.</p> | <p>Moving Forward, utilize additional marketing and communication opportunities to reach students and partners. Evaluate how many students utilize the program and how much money a student can save using the program.</p> |
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| <p>Academic and Technical Studies, Marketing, Financial Aid, Advising and Recruitment, Admission, Barnes & Noble Bookstore partners.</p> | | <p>Visit with local dual credit high school partners about the program and the process to implement</p> | | <p>Provide faculty the opportunity to submit materials quicker</p> |
| <p>Lamar State College-Orange (LSC-O) will create prep course opportunities for the Texas Success Initiative Assessment (TSIA) for LSC-O current students and students enrolled in local independent school districts.</p> <p>LSC-O will form a team of on campus and community partners to implement TSIA prep courses on the LSC-O campus and within the local ISD's.</p> <p>These prep courses will assist student in preparing to take the Math and English/Reading sections of the TSIA assessment. Students will be able to sign up for a 4-day prep course in one of the subject areas and complete the TSIA in the subject area. We believe that students will improve or meet the required score for passing.</p> | <p>Local ISD's have indicated that there is a need to assist students for prep work related to TSIA testing.</p> <p>LSC-O plans to assist students through the prep course to meet the passing benchmarks for the TSIA assessment. By assisting the students through prep, they can focus on one subject at a time. A student does need to complete all subjects at one time and can take one assessment at a time.</p> | <p>Partner with local ISD's and send qualified Math/English/Reading personnel to campus to conduct the prep courses. LSC-O can also provide the same course on the LSC-O campus in the Gator Success Academic Support Center.</p> <p>Upon completion, students can complete the TSIA assessment in the same subject area at LSC-O or in the testing center of the local ISD.</p> <p>Partner with LSC-O Dual Credit to connect with the area ISD to organize prep courses and assist students in signing up for courses.</p> <p>Partner with marketing to create information to promote the on-campus events and off campus courses with the local ISD's.</p> | <p>LSC-O partnered West Orange Stark (WOS) CISD, Silsbee ISD, and Kountze ISD to provide TSI prep camps in Mathematics, English, or a combination of both.</p> <p>TSI instructors focused on student previous test scores and targeted specific areas for student improvement. Students could only select one content area to focus on during this TSI prep program.</p> <p>WOS provided English opportunities, Silsbee provided English opportunities, and Kountze provided English and Math opportunities. The prep camps were completed in May 2023.</p> <p>Districts are currently TSI testing participants with the start of school.</p> | <p>LSC-O hopes to see improvement and/or passing scores for a student.</p> <p>For students that have completed a TSI assessment prior to the prep course, we can use the previous score as a bench mark.</p> <p>For new students, LSC-O can use the current score as a benchmark.</p> |
| <p>Student Service departments will create/update assessments to measure student engagement and experience. This information will be reviewed to see if changes/adjustments should be made. Areas participating in the review process include: Admissions/Records Financial Aid Advising Student Activities/Leadership</p> | <p>LSC-O wants to make sure that students have the opportunity to share their experiences within the Student Services departments.</p> <p>By reviewing reported student experiences, LSC-O can make improvements or adjustment to improve the student experience.</p> | <p>The Director of each department meet with the Dean of Student Service and the Office of Institutional Research to review the current assessment and update/revise the unit and create a plan to implement the assessment.</p> <p>Information will be gathered electronically for each department as part of the completion process. This data will also be useful in LSC-O's work with the Texas Success Center and the Pathways organization.</p> | <p>Each department received results for the department surveys. There was a range of responses; most departments scored in the range of neutral to strongly agreed. These surveys were launched in the end of the spring semester are still open to receive feedback from students.</p> <p>Departments have added QR codes to signature lines to encourage students to complete the assessment any time to provide feedback on their experience.</p> <p>A detailed record of data is included as an attachment to this unit plan.</p> | <p>LSC-O hopes to see a high level of assessment completion from students with their experiences within the department of Student Services.</p> <p>Student Services would like to see response rates in the 15%-20% range. Since the assessments are open year-round, students can respond at any point.</p> <p>The assessments were launched in spring and there has been a low</p> |

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| | | | | response rate to this point. |
| Improvements: | | | | |
| <ol style="list-style-type: none"> 1. LSC-O has created an affordable textbook solution for students to ensure student success and increased student learning 2. LSC-O has created a TSIA prep course for current and prospective students using grant funds from the Higher Education Coordinating Board 3. LSC-O has implemented a student feedback system to measure student engagement and satisfaction with student services. | | | | |
| Dean of Nursing & Health Professions (title change in FY23, formerly Associate Dean) | | | | |
| 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. |
| 80% of LVN to AND Transition students will pass the TBON NCLEX licensure exam | To be employed as an RN in Texas, a student must pass the NCLEX to become a licensed RN | HESI Exams throughout the program Instructor generated exams to provide formative assessment results Exit HESI exam in final exam | Dec. 2022 Graduate Data=83.72% Aug. 2023 Graduate Data=86% | 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 |
| Improvements: | | | | |
| <ol style="list-style-type: none"> 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 | | | | |
| Associate Dean of Technical Studies | | | | |
| Technical Studies Division will develop a plan to define excellence, identify relevant measures, set targets based on industry input, and compare our results to predetermined benchmarks: 1. Each program will identify a relevant industry-based assessment tool. 2. Each program will identify benchmarks that can be used to justify where we set | We must align our product with industry demand if we want our students to be placed with the top employers. In order for our programs to meet the highest standards of excellence, we must define what excellence looks like for our individual programs and | Based on information from industry and from other educational institutions, plans will be developed collaboratively for the implementation of a data-driven improvement plan. 1. Each program identifies and administers an industry-based assessment to students nearing completion. 2. Data is recorded and compared to predetermined benchmarks. | 1. This year, all instructors in Process Tech, Instrumentation, and SHE took the NAPTA exam used by industry. Instructors are aligning their instruction with the NAPTA competencies. All students now take the exam as a requirement for completing their capstone course. We are discussing ways to give the exam enough weight to ensure students give their best effort. 2. This year sets the benchmark. 3. Understanding that the exam is not likely to be mastered by testers with no industry experience, we are looking at ways to give the exam enough weight to be taken seriously while not penalizing students for the parts they should not be expected to know. | Next year's benchmarks are set as follows: 100% of graduating students will take the exam. Scores will increase by 5% over benchmark year. |

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| <p>the bar for having achieved excellence.</p> <p>3. Each program will establish a baseline data set and from this data will set goals for next year.</p> | <p>develop a way to measure it.</p> | <p>3. Benchmarks are adjusted for alignment with industry input.</p> <p>4. Next year's goals and benchmarks are set.</p> | | |
| <p>Each program will develop formal, written guidelines for a capstone experience, aligned with GIPWE standards and industry input.</p> <p>Every student will complete the capstone at a predetermined level of mastery, prior to graduation.</p> | <p>The capstone is a GIPWE requirement.</p> <p>To maximize the benefit of the experience, we will formalize the process and measure the outcomes.</p> | <p>The Associate Dean will work with each program to develop a capstone handbook and define measures of success.</p> <p>Assessment Measure(s): Program Capstone Handbook</p> <p>Program Capstone measurement of success criteria</p> | <p>Still working on formalizing some of our capstone experiences.</p> <p>We are facing the challenge of industry regulations that prevent most of our students being able to visit worksites.</p> | <p>Will use our new HOT3 unit, Mobile Training Unit and Maker Space to simulate the workplace.</p> <p>Completed a timeline on the HOT 3 unit, and developing a catalog of hands-on learning experiences designed to replicate the workplace.</p> <p>Will do the same process for our Maritime and Electromechanical Tech programs.</p> |
| <p>At the request of industry partners, an Operational Excellence plan will be developed to instill workplace habits in our students</p> | <p>Soft skills deficiencies have been identified by industry feedback for recent Process Technology graduates</p> | <p>Creation of a simple set of workplace relevant expectations that require compliance to be admitted to the classroom and will be used in student portfolios</p> | <p>This student outcome data will become available in May 2024</p> | <p>An Operational Excellence plan has been developed to instill workplace habits in our students to instill better soft skills in our graduates</p> |
| <p>Improvements:</p> <p>1. The Technical Studies Division developed a plan to define excellence, identify relevant measures, set targets based on industry input, and compare results to predetermined benchmarks.</p> <p>2. Developed a capstone handbook and defined measures of success to ensure consistent student learning outcomes for all students in all Technical Studies programs regardless of teaching modality or location.</p> <p>3. An Operational Excellence plan has been developed to instill workplace habits in our students to instill better soft skills in our graduates</p> | | | | |
| <p>Associate Dean of Workforce Education (New Position as of FY2024)</p> | | | | |
| <p>10% increase in the number of local employers that utilize available grant funding to improve/advance the skill sets of their employees.</p> <p>Courses developed and offered; with student enrollment, that lead to the ability of the employer to increase wages after course completion.</p> <p>Aid local employers in advancing their workforce's skillsets to stay competitive in local markets</p> | <p>The outcomes support the mission of the College and department by offering students access to education that leads to local employment in high demand occupation or with a recognized credential.</p> | <ul style="list-style-type: none"> - Purchase equipment - Hire Contract Instructors - Develop curriculum | <p>Data will be available in May 2024</p> | <p>Improvements will be included in the next IE cycle</p> |

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| <p>Students enrolled in Logistics focused workforce education courses will be able to obtain professional licensing upon completion:</p> <p>80% of all students enrolled in the CDL workforce education courses will obtain professional licensing</p> | <p>These expected outcomes were determined because they align with LSC-O Institutional Educational Goal Professional competency (Technical). It also allows students to work with equipment that is comparable to field applications</p> | <p>Use simulators and modernized hands-on equipment/training to provide well rounded instruction.</p> | <p>Data will be available in May 2024 - Percentage of students who received certification.</p> | <p>Improvements will be included in the next IE cycle</p> |
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Improvements:
 1. Data will be available in May 2024 - Improvements will be included in the next IE cycle
 2. Data will be available in May 2024 - Improvements will be included in the next IE cycle

Director of Admissions & Registrar (title change in FY23)

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| <p>Improve the process for Attendance Verification submission by Faculty</p> | <p>Verification is important for reporting, retention, and financial aid purposes</p> | <p>Establish a team of staff and faculty to identify a new process that can be piloted and then scaled to the entire college</p> | <p>New process was tested and implemented. After completing the first part of term, adjustments were made to improve the process</p> | <p>After implementing the new process, it was reviewed for improvements and adjustments were made</p> |
| <p>Create a new Graduation Application process to improve access an increased application submitted by all students regardless of modality</p> | <p>Current process is paper-based and is difficult to complete. an automated electronic process will greatly improve office efficiency and satisfaction of students</p> | <p>Establish a team of staff to identify a new process that can be piloted and then scaled to the entire college</p> | <p>New application was created in FormStack and is embedded in the LSC-O website for ease of use and access</p> | <p>The application and process are reviewed annually and changes made as needed</p> |
| <p>The Office of Admissions and Records will improve LSC-O's Family Educational Right and Privacy Act (FERPA) process to protect the rights of students while providing students personal responsibility over their educational records. LSC-O faculty and staff will have a better understanding about FERPA as well as know how to confirm who they can speak to on a student's behalf.</p> | <p>Students will have a clearer understanding of FERPA and LSC-O's desire to protect their rights. This will allow the students the opportunity to make sound decisions regarding their information.</p> | <p>Improve LSC-O's FERPA process. Provide guidance to students, faculty, and staff on FERPA, directory information, non-directory information and what can and cannot be shared. Assessment Measure(s): The number of students provided guidance on FERPA (via in-person, Blackboard, or electronically).</p> | <p>Process was finalized. Training was provided through an on-line Teams forum for faculty. Additional training will be provided to students through Advising and as needed to faculty. In addition to training, a web page dedicated to FERPA has been built, pending IT/Marketing on new website for LSC-O.</p> | <p>Will conduct ongoing training with faculty, staff and students each year.</p> |

Improvements:
 1. Improved the process for Attendance Verification submission by Faculty
 2. Created a new Graduation Application process to improve access an increased application submitted by all students regardless of modality
 3. Increased Student understanding of FERPA and LSC-O's desire to protect their rights allowing the students the opportunity to make sound decisions regarding their information.

Associate Dean of Student Services / Lumberton Site Administrator (title change in FY23, formerly Director of Advising, Recruiting & Testing)

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| <p>The Advising and Recruiting office will restructure the organization and adjust the individual roles of the academic advisors to better fit the changing needs of our students, industry, and local school districts. Improve service to students by having specific roles for advisors that meet the needs of different cohorts of our students.</p> | <p>LSC-O needs to improve service to students by having specific roles for advisors that meet the needs of different cohorts of our students.</p> | <p>Revise job descriptions for all advisors and have job reclassification meetings to understand the expectations of those new specific roles. Determine what would change in regards to processes within the department.</p> | <p>Students expressed gratitude for having a better understanding of who to go to for assistance and what resources were available to them.</p> | <p>Changed the organization of the advising department from having 5 academic advisors with the same job descriptions to having two Advisor/Recruiters, 1 advisor that works with our new Gator Assistance Programs and Special Population students, 1 advisor that focuses on our Probation students and early alert notices, 1 advisor that focuses on transfer pathways for students pursuing a higher-level credential after LSC-O, and 1 Dual Credit Advisor/Recruiter.</p> |
| <p>The Advising office will launch a new career exploration program to better improve the quality of career services provided to our students to improve career readiness and job placement rates for our students</p> | <p>Career Coach, the program to be launched provides resume building service, career exploration, and live job postings geared towards students based on their program of study</p> | <p>Get students engaged with the new program through classroom demonstrations, table information across campus, and sessions at orientation.</p> | <p>61 Career Coach profiles were created in FY 2022. 84 resumes were created in FY 2022. 2 job applications were submitted through Career Coach in FY 2022.</p> | <p>In collaboration with Program Directors, information and workshop sessions on campus were held for students to connect and ask questions about the program. Students shared feedback on the need for more awareness of the program.</p> |
| <p>The offices of Advising and Recruiting, in partnership with Student Activities, will implement a student orientation for all students that is more engaging and cultivates student relationship building to improve course completion rates, student retention, and increase student engagement</p> | <p>By cultivating relationship building between students, we expect for students to have a greater sense of belonging at LSC-O and in turn be more likely to persist in their pathways.</p> | <p>The Advising and Recruiting office will invite and encourage participation across campus in student orientation. Buy in from faculty, staff, and administration should result in a higher student turnout as measured by the: Number of students in attendance Withdraw rates for students in attendance.</p> | <p>Student turnout to orientation was the highest LSC-O has had in the previous 5 years Faculty, staff, and administration participation was higher than any other orientation in the previous 5 years.</p> | <p>Of the 197 students that registered for Orientation, 164 (83%) enrolled for courses for the semester and 153 (77.7%) completed coursework and earned course credits for the semester. We will start more closely tracking these assessment measures for future orientation sessions.</p> |

Improvements:
 1. Reviewed advising session checklist in preparation to survey the following groups of students on their advising experiences: Students that fall into one of the 9 Special Populations categories, New Students, Students on Probationary status, and students expected to transfer to another institution for a higher-level credential after LSC-O
 2. Career Coach was launched to improve career readiness and job placement rates for our students
 3. Implemented student orientation for all students to improve course completion rates, student retention, and increase student engagement

Director of Financial Aid

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| <p>Improve office efficiency by Automating processes, moving towards becoming a Paperless office, and provide the timely tracking, packaging, and disbursing of financial aid packages.</p> | <p>In working with IT to automate processes, financial aid staff will no longer have to manually load files, this will allow time for staff to complete other tasks. Processes will no longer rely on one person. Staff will be adequately trained to perform all essential job duties. By going paperless, documents will be more accessible to staff from their computers instead of having to look through paper files.</p> | <p>1. Cross-training financial aid staff 2. Work with IT department to automate the Institutional Student Information Record (ISIR) load process. 3. Work with IT to automate the data exchange process between the institution and Common Origination and Disbursement (COD) 4. Utilize Xtender for document imaging 5. Convert financial aid worksheets to formstack</p> | <p>1. On-going, on track. The following processes were automated in FY 23: -ISIR Load; Tracking; Batch Posting; Tracking Email; COD Direct Loan File Import (Loan counseling, Master Promissory Note, origination and disbursement files); COD Grant File Import; Direct Loan Reconciliation 2. Ongoing, working on converting remaining forms to E-Forms and we currently have a project plan in process with IT to implement Xtender (image system). The following forms were converted to E-Forms: Satisfactory Academic Progress Appeal; Hardship Appeal for State Waivers/Exemptions; Summer Aid Request; Temple Grant Application</p> | <p>Outcome was achieved, students are tracked daily. Financial aid is packaged within 3-5 business days of the student completing their financial aid requirements.</p> |
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| <p>Effectively promote scholarship and FASFA completion by increasing the percentage of scholarship recipients, and increasing the percentage of Federal Student Aid recipients</p> | <p>By increasing communication to current and future students about the availability of financial aid and scholarships, we expect an increase in FASFA and scholarship applications</p> | <p>1. Develop a communication plan/calendar using available forms of communication (text messaging, website, email, and print). 2. Develop relationships with high school counselors to participate in school visits and provide assistance with the FASFA and LSC-O scholarship application. 3. Have more of a presence on campus with current students.</p> | <p>Increase in Percentage of Scholarship Recipients - Met -Recipients increased by 5 students compared to FY 22 -Amount awarded increased by over 14k compared to FY 22 Increase in percentage of Federal Student Aid recipients - Met -11% increase in percentage of students who received Title IV aid in FY 23 compared to FY 22</p> | <p>The Financial Aid office is happy to have achieved this goal. Effectively this allows more students to complete their degree or certificate. The FA will continue to work towards promoting scholarship applications and FASFA complete in order to help our students achieve their goals.</p> |
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Improvements:
 1. As indicated above, achievement was made in all areas of this goal, however, there is additional work to be done and will continue as we strive to automate all processes.
 2. Increased the percentage of scholarship recipients and the percentage of Federal Student Aid recipients by effectively promoting scholarship and FASFA completion

Director of Learning Center (position eliminated FY22)

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| <p>Student awareness of Supplemental Instruction (SI) opportunities will increase student participation by 5%</p> | <p>SI for API was first launched in Fall 2017 as a support environment for course completion.</p> | <p>New Webpage creation for SI information to communicate with Advising and other campus stakeholders</p> <p>AP1 SI Bb Organization announcement blasted to enrolled students covering SI scheduling opportunities</p> | <p>Overall outcome was met: Overall outcome - met Supplemental Instruction webpage was created https://www.lSCO.edu/learningcenter/supplemental-instruction.asp</p> <p>Attendance comparison Fall 2020 - 24 students Fall 2021 - 21 students</p> <p>Average SI Sessions Attended per Student Fall 2020 - 2 Spring 2021 - 2.4 Fall 2021 - 3.67</p> <p>Although attendance dropped the students attended more SI sessions</p> | <p>Will increase target from 5% to 7% in the next year</p> |
| <p>Create a student success series called LifeSavers! Workshops hosted by Gator Success Center staff:</p> <ul style="list-style-type: none"> -Test Anxiety -Blooms Taxonomy -Priority Management (Time) | <p>Students will apply personal responsibility when taking it upon themselves to attend any of the workshops which will aid the student in analyzing and applying strategies needed to be a successful college student.</p> | <ul style="list-style-type: none"> - Keep schedule of date/time/location offerings in the shared Libcal - Lifesavers! calendar - Communicate Lifesavers! schedule to faculty during convocation - Email students with Lifesavers! information | <p>Overall outcome was met</p> <ul style="list-style-type: none"> - November: 2 workshops offered - December: 3 workshops offered -January: 3 workshops offered -February: 3 workshops offered -March: 3 workshops offered -April: 3 workshops offered -May: 1 workshop offered | <p>Will increase participation - considering virtual (synchronous and asynchronous) options to the schedule.</p> <p>Will improve assessment measures to better gauge student learning.</p> |

Improvements:

1. Increased participation in Supplemental Instruction by creating a SI webpage and communicating with campus stakeholders and students
2. Directly supported Student Learning by the successful creation of the LifeSavers! Series that specifically address student needs

Associate Dean of Off Campus Instructional Services (title change in FY 24, formerly Director of Learning Technology & Student Success)

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| <p>Launch a robust Learning Technology workshop program for faculty by:</p> <ul style="list-style-type: none"> -Offering multiple Learning Technology workshops with a faculty focus. -Offering 10 workshops throughout each fall and spring semester. | <p>The Office of Learning Technology will offer faculty the opportunity to engage in professional development opportunities by hosting at least 10 workshops during each fall and spring semester. Workshops will assist faculty in recalling tools and steps needed to accomplish instructional goals within Blackboard.</p> | <ul style="list-style-type: none"> -Send out schedule in advance so faculty have time to review and reserve seats. -Email reminders -Partner with Professional Development Committee to share schedule with weekly PD updates -Track offerings to meet 10 count goal -Track attendance, date, and time to find best schedule options for faculty | <p>Overall outcomes were met:</p> <ul style="list-style-type: none"> - 15 workshops offered fall 2021 - 13 workshops offered spring 2022 - Workshop topics ranged from Blackboard utilization, rubric standard focus, third party tools, semester preparation, and open sessions. | <p>Workshop program was successful and will continue.</p> |
| <p>Integrate a Learning Technology student workshop within the LifeSavers! Program</p> | <p>Students will apply personal responsibility when taking it</p> | <ul style="list-style-type: none"> -Keep schedule of date/time/location offerings in the shared | <p>Overall outcome was met</p> <ul style="list-style-type: none"> - Workshop offered 9 times during spring 2022 semester | <p>Looking to grow participation – improvements include adding</p> |

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| <p>offered in the Gator Success Center: -Integrate and launch a Learning Technology workshop, "Becoming a Successful Online Student," within the LifeSavers! program. -Offer workshop 5 times throughout each fall and spring semester</p> | <p>upon themselves to attend the "Becoming a Successful Online Student" workshop which will aid students in analyzing and applying the strategies needed to be successful within their online course.</p> | <p>Libcal LifeSavers! calendar -Communicate LifeSavers! schedule to faculty during convocation -Email students with LifeSavers! Information -Attendance monitored to identify best dates and times to offer session while considering the schedule of other LifeSavers! workshops.</p> | <p>- Workshop offered 5 times during fall 2021 semester.</p> | <p>virtual options to the workshop schedule of offerings</p> |
| <p>Apply measurable outcomes to the Lifesavers! workshops hosted by Gator Success Center staff</p> | <p>Previously, workshops were offered with no effective assessment in place to gauge student learning. Workshops will now require students to apply critical thinking skills during activities to assess student learning in order to receive a certificate of completion</p> | <p>-Keep schedule of date/time/location offerings in the shared Libcal Lifesavers! calendar -Communicate Lifesavers! schedule to faculty during convocation. -Email students with Lifesavers! information and reminders throughout each semester</p> | <p>Results of this outcome was achieved: Examples of measurable outcomes developed for the Lifesavers! workshops hosted by the Gator Success Center staff include: TSI English Gator Reading and Writing Workshop Series - Syllabus that clearly states student learning outcomes of workshop series. - Workshop course schedule that determines content for each day. Bloom's Taxonomy Through a series of readings, quizzes, and short answer responses, the student will identify key words from Bloom's Taxonomy within assignments to decide on a specific approach for study. Such a skill will reinforce strengths and demonstrate gaps in a student's learning process so that they are prepared to tackle their next assignment. o Upon completion of this course, the student will be able to... 1. Identify levels of Bloom's Taxonomy required for various college assignments. 2. Apply Bloom's Taxonomy to reframe study habits.</p> | |

Improvements:
 1. Successful Learning Technology workshop program was launched and will be improved by soliciting topics for future workshops from faculty to build engagement in the professional development opportunity
 2. Successful Learning Technology student workshop within the LifeSavers! Program was launched and will be improved by adding virtual options to increase participation
 3. Improved the Learning Technology student workshop within the LifeSavers! Program by adding measurable student learning outcomes for future improvements to the program

Director of Library Services & Student Success (title change in FY24)

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| <p>Outreach to local high schools to support dual credit / early college students by promoting library services to dual credit and early college students and the embedded faculty who work with them</p> | <p>This student population is provided the same level of service as face-to-face or online students, but tend to be hesitant to utilize these services or simply aren't aware of their availability</p> | <p>Create a printed brochure of library services to hand out to students Partner with the Dual Credit Coordinator and accompany her on visits to dual credit campuses Promote library services to students, librarians, and embedded faculty while visiting the campus Success will be measured by the</p> | <p>In FY 2022, only one campus was visited, LCM. I was able to speak to the ten embedded faculty in the room briefly and the librarian in more detail about the services the library provides. Brochures were designed and printed in late Spring 2022 detailing the services available to students.</p> | <p>Communication between the library and the new Dual Credit Coordinator has been key. The library will continue to partner with her to reach our DE students.</p> |
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| | | number of campuses visited in a fiscal year will be counted, as well as the total attendance (student, librarian, embedded faculty) from each visit | | |
| Develop a regular series of workshops aimed at teaching student's basic information literacy skills. (Lifesavers!) | While the library typically provides instruction to a few courses on a routine basis, not all students are required to take those courses. Information literacy skills are helpful no matter what path a student is taking. This program provides opportunities for students to gain these skills no matter what courses they are enrolled in. | Develop 1-2 workshops per librarian (3-6). Utilize the LibCal calendar to schedule and promote these workshops. Workshop attendance will be taken to measure how many students are reached. | Lifesavers! grew beyond the library. In addition, the librarian-led workshops, workshops from the Gator Success Center (formerly Learning Center) and from the Office of Learning Technology were added. Attendance totaled roughly 120 for all workshops over the course of the fiscal year, with most of the attendance coming in the spring with the additional workshops. | Upon reflection, attendance is not the best measure of the success of this program. The next unit plan will move to develop learning outcomes for each workshop. |
| Grow Lifesavers to include learning outcomes and a variety of modality options: Students will have several opportunities to receive instruction in library and information literacy skills over the course of a semester, as well as instruction in topics that promote student success | In addition to information literacy skills, students also benefit from learning skills like time management, professional communication, and how to be an effective online student. These sessions are meant to support student success by teaching these skills. | Partner with Dual Credit Coordinator to join on scheduled campus visits Results of each sessions SLOs. Count of the existing Lifesavers offered online / self-paced. Count of new/guest sessions offered. | Of the 84 Lifesavers sessions offered synchronously, 45 were offered online, making up 49.5% of our offerings. Additionally, four topics were developed and offered as self-paced online. Attendance for these two modalities comprised 75% of the total Lifesavers attendance (232 total). Three face to face guest sessions were offered by two local credit unions on financial literacy. Two sessions on resume writing were scheduled, but were not well attended | Each Lifesavers session now has Learning Objectives. Assessment is typically done verbally during the session. Awarding of the certificate indicates that the student achieved the LOs. |
| <p>Improvements:</p> <ol style="list-style-type: none"> 1. Developed an outreach program to local high schools to support dual credit / early college students by promoting library services to dual credit and early college students and the embedded faculty who work with them supporting student learning 2. Developed a very successful regular series of workshops aimed at teaching student's basic information literacy skills (Lifesavers!) and will incorporate stronger metrics in the form of student learning outcomes for the next IE cycle 3. FY 23 Successfully added Learning Objectives to all Lifesavers! Workshops to better assess student success | | | | |
| <p>Director of Safety & Security</p> | | | | |
| Develop and complete a third party Clery Act Compliance Review, including a full review of policy, procedures, and the Annual Security Report to ensure: Compliant policies Compliant procedures | The Office of Safety & Security is responsible for ensuring the campus is compliant with the provisions of the Clery Act | Participate in all meetings, interviews, and follow up action items to ensure the greatest value from the process is received Overall report from third-party entity on the status of policies, procedures, and our annual security report | D. Stafford & Associates performed a review of all Clery Act policies, procedures, forms, and the Annual Security Report. Minor findings were discovered and opportunities for improvement were suggested | Clery Act compliance policies were updated, procedures were updated, and the Annual Security Report was updated. We will continue to review these items on an annual basis for compliance and |

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| Compliant Annual Security Report | | | | update as necessary |
| Research and obtain bids to install a security surveillance system on campus to be able to install a security surveillance system on campus | Students have requested a security surveillance system be installed on campus | Determine scope of work. Meet with qualified vendors. Review bids, present to SSFAB | Multiple bids were received; however, the project was put on hold | This will remain a priority for the Office of Safety & Security, but has not been approved at this time |
| Complete building inspection of all buildings on campus to ensure safety and security for all Gators by the Safety Committee forming teams to complete inspection of all buildings on campus, utilizing the building inspection form | Inspecting all buildings on campus will continue to ensure the safety and security of all Gators | Create two person building inspection teams. Utilize the building inspection check-list to complete the task. Have committee review all inspections and work with maintenance to correct any issues. Goal is to have all buildings inspected by committee members. | Inspections completed of all buildings by Safety Committee members and results forwarded to Maintenance for correction | Issues discovered by Committee Members have been corrected - signage, sidewalk repair, lighting improvement, First Aid kits provided in each building, for example. |
| Improvements: | | | | |
| <p>1. Implemented a successful third-party Clery Act Compliance Review that resulted in improvements to LSC-O's policies and procedures and improved Annual Security Report submission</p> <p>2. Completed research for a security surveillance system on campus, waiting on funding to move forward with this improvement</p> <p>3. Implemented a successful building inspection program using the LSC-O Safety Committee with deficiencies corrected by Maintenance</p> | | | | |
| Coordinator of Student Activities (position renamed FY22) to Director of Student Life | | | | |
| In partnership with the Salvation Army, open a food pantry on LSC-O campus to provide needs-based food options for students, faculty, and staff | Based on the number of students who qualify for financial aid, a food pantry on campus is needed to meet the needs of our students | Plan and execute engaging student activities | Record number of students, faculty, and staff who utilize food pantry | Completed in FY22, the following progress: Negotiated agreement with Salvation Army, used grant funding to purchase shelving and computer, cleaned and prepped room for pantry. |
| Student Government Association will provide community service throughout the year by: Reaching 75 hours of community service hours. Encouraging students to learn the impact they can have on campus and community. | Student Life focuses on helping students grow as students and as individuals therefore encouraging community service achieves this mission. | Partner with the United Way and Salvation Army to find ways to serve in the community. Ensure participation on campus projects that serve the community. Success will be measured by the: Number of hours of community service. Testimonials from students of their personal experience providing service to the community. | Fall 2021: 80 hours Spring 2022: 100 hours | The hours reported met the number of hours that was set therefore the goal was met. In supporting LSC-O's mission of service, SGA will continue to strive to increase our number of service hours in the community and on campus. |
| Increase student activities on campus to improve engagement by increasing the number of activities | Students who engage with student life have the opportunity to get to know | Plan and execute engaging student activities Success will be measured by the | A total of twenty-nine activities were executed on campus during the FY 23 year. Each event recognized an increase in student attendance and participation from the campus community. | Student Life will continue to investigate new, creative ways to engage students in campus life. |

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| on campus and student engagement in those activities | their classmates and build relationships that help them be successful on campus | number of activities offered and number of students engaging | | |
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Improvements:
 1. Based upon an evaluation of student needs, a campus food pantry was created and will open in the next IE cycle
 2. Working with Student Government Leaders, a Community Service program was created and implemented with improvement that will result in an increased number of participants and hours served
 3. Increased Student engagement with LSC-O and improved student relationships with classmates, faculty, and staff

Director of Community & Workforce Education

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| Develop and offer a Class B CDL Training Program to assist local employers, including school districts and municipalities, facing increasing driver shortages. | Local employers reached out to LSC-O to assist with training needs. Class B drivers are a high wage/high demand occupation with the Texas Workforce Commission. | - Purchase equipment - Hire instructor Success will be measured by: - Proof of equipment purchase, - Active instructor employed | LSC-O was awarded a TRUE Grant by the THECB, Grant funds afforded the purchase of multiple vehicles, including a new school bus. Jan. 2022, Stephanie Duhon was hired to teach the Class B courses. | Outcome was met, will work with Marketing to increase awareness of this new offering |
| Students completing the Commercial Driver's Licenses courses will obtain his/her Class A or B CDL license with 80% of all Commercial Driver's License students will pass the skills exam and obtain license. | To be employed, students must have class A/B license. Additionally, the expected outcome is the result of successful instruction and students. | - Implement mid student evaluations - Implement Entry Level Driver Training (ELDT) Success will be measured by: The % of students who passed skills exam and obtained a commercial driver's license. | 83 students enrolled during 2022. 57 students tested and passed, and 26 students are currently still enrolled. Of the 57 students eligible to test, 100% passed and obtained their commercial driver's licenses. | Outcome was met, will work with Marketing to increase awareness of this new successful offering |
| Students completing the Heavy Equipment Operator course will obtain his/her skills certification with 80% of all student enrolled in a heavy equipment course passing the skills exam and obtaining a skills certification. | These expected outcomes were determined because they align with LSC-O Institutional Educational Goal Professional competency (Technical) | - Use simulators to provide well rounded training Success will be measured by: The % Pass rate on skills exam and number of students who receive certification. | Over 100 students enrolled in the Heavy Equipment Operator course. Over 50 students (50%) completed the course and obtained skills certification. | Although we did not achieve 80% completion, the college offered valuable training to our community. LSC-O will continue to provide programs that meet the needs of our community and strive to achieve our goals. |

Improvements:
 1. Developed and offered a Class B CDL Training Program to assist local employers, including school districts and municipalities, facing increasing driver shortages
 2. The development and offering of a Class B CDL Training Program led to the development and offering of a Class A CDL with measurable performance metrics that showed 100% passed and obtained their commercial driver's licenses.
 3. Based upon local industry needs, the Heavy Equipment Operator course was developed and offered and while the target of 80% pass rate was not achieved, student success strategies will be implemented to increase student performance.

Linking Planning to Budgeting

The Office of Institutional Research & Effectiveness (OIRE[61]) is responsible for managing the dissemination[62], training[63] (IEUP Training Workshop 5-18-2023[64], IEUP Training Workshop 6-15-2023[65], IEUP Training Workshop 1-9-2024[66]), review[11], and approval of the Institutional Effectiveness Unit Plans[67] (IEUP) on an annual basis to document institution-wide planning, assessment, evaluation, and evidence-based improvements to enhance student learning and ensure the college is accomplishing its mission.

Resource Allocation

In order to plan accordingly for the upcoming fiscal year, the Administrative 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 administrative unit managers present their completed Administrative Outcome Assessment Plans for the previous fiscal year and intended outcome plans for the upcoming fiscal year. Division Directors/Department Chairs/Program Directors, the instructional managers, must also submit their previous year's Educational Program Assessment Summary documents and their intended outcome plans for the upcoming fiscal year.

These presentations permit administrative and 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 [68]. 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 administrative support services. Everything that is planned and accomplished by LSC-O is designed to support its mission. By maintaining its relationships 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

LSC-O is compliant with Comprehensive Standard 8.2.c because the College 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 Academic and student services that support student success.

Evidence

- [1]  [CR 7.1 Institutional Planning - CCR Narrative](#)
- [2]  [CS 7.3](#)
- [3]  [LSCO Executive Division \(Expanded\) FY23 Org Chart](#)
- [4]  [CR 8.1 Student Achievement LSCO CCR Report](#)
- [5]  [Isco-edu-about-strategic-plan-\(Vision\)](#)
- [6]  [Isco-edu-about-strategic-plan-\(Mission\)](#)
- [7]  [Heirarchy of THECB-TSUS-LSCO Strategic Plans \(IEC\)](#)
- [8]  [Isco-edu-about-institutional-research-effectiveness \(1\)](#)
- [9]  [Institutional Effectiveness & Educational Support](#)
- [10]  [IEUP Training Fall 2022](#)
- [11]  [Workshop Email and Calendar appts](#)
- [12]  [Vision_Mission Statement_Strategic Plan_Lamar State College Orange \(LSCO Website as of 11-12-2023\) Page 1](#)
- [13]  [IE Handbook - 2022-2024](#)
- [14]  [Institutional Effectiveness Cycle Graphic \(smaller\)](#)
- [15]  [QEP Executive Summary](#)
- [16]  [Institutional Effectiveness Administrative Unit Plan \(IEUP\) FY25 - Email - Dean Collins](#)
- [17]  [Guide to Completing an Academic and Student Support 8.2.c IE Unit Plan 7-2022](#)
- [18]  [CURRENT - Academic-Student Support Unit Plan TEMPLATE_8.2.c_Rev. 1-2024](#)
- [19]  [FY 23 Health Workforce and Technical Studies Unit Plan \(8.2c\) SIGNED](#)
- [20]  [FY 23 Strategic Partnerships Unit Plan \(8.2c\) SIGNED](#)
- [21]  [FY 24 Strategic Partnerships Unit Plan \(8.2c\)](#)
- [22]  [FY 22 Academic Studies \(8.2.c\) Signed](#)
- [23]  [FY 23 Assoc. Dean Academic Studies Unit Plan \(8.2c\) SIGNED](#)
- [24]  [FY 22 Dean Health Workforce and Technical Studies Unit Plan \(8.2c\) Signed](#)
- [25]  [FY 24 Dean ATWF Studies Unit Plan \(8.2c\)](#)
- [26]  [FY 22 Student Services Unit Plan \(8.2c\) Signed](#)
- [27]  [FY 23 Dean Student Services Unit Plan \(8.2c\) SIGNED](#)
- [28]  [FY 24 Dean Student Services Unit Plan \(8.2c\)](#)
- [29]  [FY 22 Associate Dean Nursing \(8.2c\) Signed](#)

- [30]  [FY 23 Associate Dean of Nursing Unit Plan \(8.2c\) SIGNED](#)
- [31]  [FY 24 Dean Nursing Health Professions Unit Plan \(8.2c\)](#)
- [32]  [FY 22 Associate Dean Technical Studies \(8.2c\) Signed](#)
- [33]  [FY 23 Associate Dean of Technical Studies Unit Plan \(8.2c\) SIGNED](#)
- [34]  [FY 24 Associate Dean Technical Studies Unit Plan \(8.2c\)](#)
- [35]  [FY 24 Associate Dean Workforce Education Unit Plan \(8.2c\)](#)
- [36]  [FY 22 Associate Dean of Student Services - Registrar \(8.2c\) Signed](#)
- [37]  [FY 23 Admissions, Records and Registrar Unit Plan \(8.2c\) SIGNED](#)
- [38]  [FY 24 Admissions-Registrar Unit Plan \(8.2c\)](#)
- [39]  [FY 22 Advising, Recruiting, Testing Unit Plan \(8.2c\) SIGNED](#)
- [40]  [FY 23 Advising, Recruiting and Testing Unit Plan \(8.2c\) SIGNED](#)
- [41]  [FY 24 Associate Dean Student Service Unit Plan \(8.2c\)](#)
- [42]  [FY 22 Financial Aid Unit Plan \(8.2c\) Signed](#)
- [43]  [FY 23 Financial Aid Unit Plan \(8.2c\) SIGNED](#)
- [44]  [FY 24 Financial Aid Unit Plan \(8.2c\)](#)
- [45]  [FY 22 Learning Center Unit Plan \(8.2c\) Signed](#)
- [46]  [FY 22 Learning Technology Unit Plan \(8.2c\) Signed](#)
- [47]  [FY 23 Learning Technology-Student Success Unit Plan \(8.2c\) SIGNED_.pdf](#)
- [48]  [FY 24 Learning Technology and Student Success Unit Plan \(8.2c\)](#)
- [49]  [FY 22 Library Services Unit Plan \(8.2c\) SIGNED](#)
- [50]  [FY 23 Library Services Unit Plan \(8.2c\) SIGNED](#)
- [51]  [FY 24 Library Services Unit Plan \(8.2c\)](#)
- [52]  [FY 22 Safety and Security Unit Plan \(8.2c\) Signed](#)
- [53]  [FY 23 Safety and Security Unit Plan \(8.2c\) SIGNED](#)
- [54]  [FY 24 Safety and Security Unit Plan \(8.2c\)](#)
- [55]  [FY 22 Student Life Unit Plan \(8.2c\) Signed](#)
- [56]  [FY 23 Student Life Unit Plan \(8.2c\) SIGNED](#)
- [57]  [FY 24 Student Life Unit Plan \(8.2c\)](#)
- [58]  [FY 22 Community and Workforce Unit Plan \(8.2c\) Signed](#)
- [59]  [FY 23 Community and Workforce Education Unit Plan \(8.2c\) SIGNED](#)
- [60]  [8.2.c Matrix 2023-24 Assessment Report with Improvement Row](#)
- [61]  [Institutional Effectiveness Administrative Unit Plan \(IEUP\) FY25 - Email - Dean Collins \(budget\)](#)
- [62]  [SACSCOC 7.3 8.2.a 8.2.c IE Unit Plan Tracking](#)
- [63]  [Presentation Unit Plans & Assessment](#)
- [64]  [IEUP Training Workshop 5-18-2023](#)
- [65]  [IEUP Training Workshop 6-15-2023](#)
- [66]  [IEUP Training Workshop 1-9-2024](#)
- [67]  [Guide to Interpreting the Unit Plan Template](#)
- [68]  [LSCO Budget Procedures and Guidelines](#)