

Lamar State College - Orange (LSC-O)**Submitted: September 16, 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**Report**

The institution provided evidence that its educational programs utilize an Institutional Effectiveness (IE) Model to identify outcomes, develop measures and strategies, collect and analyze results, and use results for improvement annually.

The institution provided two years (FY22 and FY23) of completed Institutional Effectiveness Unit Plans (IEUPs) and one mid-year (FY24) IEUP for each of its educational programs. Each IEUP included expected outcomes, strategies to achieve outcomes, assessments and results.

The institution did not provide evidence that the expected outcomes for its educational programs addressed student learning. Many of the IEUPs included assessments of faculty qualifications, program enrollment increases, program accreditation outcomes, lab purchases and other outcomes that do not directly address student learning. In the instances where student achievement measures were included, the primary measure was course grades which may be a measure of cumulative class performance, but do not provide direct evidence of student learning outcomes.

Response

Lamar State College - Orange (LSC-O) concurs with the finding of the off-site committee that the institution did not provide sufficient evidence to allow the off-site committee to make a determination of compliance with Standard 8.2.a. The Off-Site Committee noted that *the expected outcomes for its educational programs did not properly address student learning in that many of the IEUPs included assessments of faculty qualifications, program enrollment increases, program accreditation outcomes, lab purchases and other outcomes that do not directly address student learning. In the instances where student achievement measures were included, the primary measure was course grades which may be a measure of cumulative class performance, but did not provide direct evidence of student learning outcomes.*

Lamar State College - Orange (LSC-O) identifies expected Student Learning Outcomes (SLOs), 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.

As noted by the Offsite Committee, LSC-O provided evidence that its educational programs utilize an Institutional Effectiveness (IE) Model to identify outcomes, develop measures and strategies, collect and analyze results, and use results for improvement annually. In addition, LSC-O provided two years (FY22 and FY23) of completed Institutional Effectiveness Unit Plans (IEUPs) and one mid-year (FY24) IEUP for each of its educational programs. Each IEUP included expected outcomes, strategies to achieve outcomes, assessments and results.

In response to LSC-O's expected outcomes not properly addressing student learning:

LSC-O's Office of Institutional Research & Effectiveness (OIRE) revised the FY24[1] and FY25[2] IEUP templates to include two (2) course-level SLOs and two (2) program-level SLOs and then worked with all of the institution's educational programs to update their FY24 IEUPs to ensure that each has clearly identified expected Student Learning Outcomes. Each program was given the flexibility to have additional goals and outcomes that were deemed important to the success of the programs and academic leadership of their department/division, as long as the student learning outcomes were included in their IEUP.

Included in this Focused Report are the revised and completed FY24 IEUPs for all educational programs at the college, providing proof of compliance in the form of clearly identified SLOs/PLOs, assessment results, and evidence of seeking improvement based on analysis of the results. The mid-year FY25 IEUPs utilizing the newly revised template for each of its educational programs are also provided to demonstrate evidence of LSC-O's commitment to Continuous Quality Improvement (CQI) by showing increasing targets for outcomes year-over-year (YoY) from FY24 to FY25 where applicable in each program's IEUP.

LSC-O's definition of Program-level (PLOs) and Course-level Student Learning Outcomes (SLOs) and Requirements of the Texas Higher Education Coordinating Board (THECB) for all programs:

LSC-O defines Program-level Student Learning Outcomes (SLOs) as the knowledge, skills, and abilities students should possess upon completing an entire program and Course-level SLOs describe the knowledge, skills, and abilities students should demonstrate upon completing a particular course. Student learning outcomes are specified by the Texas Higher Education Coordinating Board (THECB), the Texas agency tasked with oversight of all public higher education in the state. As noted in the Guidelines for Instructional Programs in Workforce Education (GIPWE)[3], LSC-O is required to "verify entry-level workplace competencies" by providing at least one of the following for each approved credential:

- a) capstone experience, (A capstone experience should occur during the last semester of the student's educational program)
- b) eligibility for a credentialing exam, and/or

c) a work-based learning experience.

LSC-O's general academic transfer courses align with the THECB Lower-Division Academic Course Guide Manual (ACGM) [4]. LSC-O's career and technical (workforce) education courses align with the THECB Workforce Education Course Manual (WECM) [5]. Course-level student learning outcomes are defined for each academic course in the ACGM and for each career and technical education (CTE) course in the WECM. The ACGM/WECM lists the *minimum* student learning outcomes for each course which allows LSC-O to align course-level outcomes with program-level outcomes and these SLOs are captured in all LSC-O syllabi. [6]

All students, regardless of modality or campus setting, are introduced to student learning outcomes in the related course syllabus. LSC-O's educational program leadership measures these outcomes and assesses the extent to which it achieves these outcomes in their Institutional Effectiveness Unit Plan (IEUP).

Table 8.2.a-1.1 "Example of LSC-O's Educational Programs SLO Assessment" provides examples of LSC-O's educational programs student learning outcomes connection from the THECB oversight via the ACGM/WECM to the course-level learning outcomes via the course syllabus (termed CLOs) to the educational program via the IEUP. The table shows five (5) cross-sectional examples with student learning outcome references highlighted in the educational program's FY24 IEUP, course syllabus, and course description from the ACGM/WECM.

Table 8.2.a-1.1 Example of LSC-O's Educational Programs SLO Assessment tied to ACGM or WECM		
Court Reporting - FY24 IEUP [7]	CRTR 1406 - Syllabus [8]	CRTR 1406 - WECM [9]
Dental Assisting - FY24 IEUP [10]	DNTA 1315 - Syllabus [11]	DNTA 1315 - WECM [12]
Liberal Arts - FY24 IEUP [13]	HIST 1302 - Syllabus [14]	HIST 1302 - ACGM [15]
Information Technology - FY24 IEUP [16]	ITCC 1344 - Syllabus [17]	ITCC 1344 - WECM [18]
Maritime - FY24 IEUP [19]	NAUT 1305 - Syllabus [20]	NAUT 1305 - WECM [21]
Real Estate - FY24 IEUP [22]	RELE 1301 - Syllabus [23]	RELE 1301 - WECM [24]

Linking Planning to Budgeting

The Office of Institutional Research & Effectiveness (OIRE) is responsible for managing the dissemination, training, review, and approval of the Institutional Effectiveness Unit Plans (IEUP) on an annual basis to document (**Table 8.2.a-**

1.2) institution-wide planning, assessment, evaluation, and evidence-based improvements to enhance student learning and ensure LSC-O [\[25\]](#) is accomplishing its mission.

Educational Programs Table 8.2.a-1.2

Academic Studies - College Success and Teacher Preparation

Program	Responsible Person	Supervisor	FY 2024	FY 2025
Teacher Preparation	Skylar Slaughter	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [26]	Mid-Year Completed [27]

Academic Studies - Arts, Humanities, and Business

Business	Mary Kate Flanagan	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [28]	Mid-Year Completed [29]
Communication	Eric Owens / Kevin Doss	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [30]	Mid-Year Completed [31]
Criminal Justice	Hallie Gates	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [32]	Mid-Year Completed [33]
Liberal Arts	Eric Owens	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [34]	Mid-Year Completed [35]
Sociology	Audrey Ewer	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [36]	Mid-Year Completed [37]

Academic Studies - Science, Technology, Engineering, and Mathematics

Computer Information Systems	Diane Dotson	Kristin Walker (FY24) / Robyn Burdette (FY25)	Included in CS Program below	
Computer Science	Diane Dotson	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [38]	Mid-Year Completed [39]
Natural Science	Dr. Matt McClure / Dr. Jerry Sandford	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [40]	Mid-Year Completed [41]
Allied Health				
Health Professions				
Dental Assisting	Colleen Baker	Mandee Tucker	Completed [42]	Mid-Year Completed [43]
Emergency Medical Technology	Richard Land	Mandee Tucker	Completed [44]	Mid-Year Completed [45]
Massage Therapy	Erin Peters	Mandee Tucker	Completed [46]	Mid-Year Completed [47]
Medical Assisting	Jessica Montgomery	Mandee Tucker	Completed [48]	Mid-Year Completed [49]
Pharmacy Technology	Jennifer Fabriguze	Mandee Tucker	Completed [50]	Mid-Year Completed [51]
Registered Nursing Transition Program	Jennifer Trotter	Mandee Tucker	Completed [52]	Mid-Year Completed [53]
Vocational Nursing	Sherri Foreman	Mandee Tucker	Completed [54]	Mid-Year Completed [55]
Registered Nursing (ADN)	Sherri Foreman	Mandee Tucker	Program begins FY25	Mid-Year Completed [56]
Technical & Workforce				
Management and Service Industry				
Business	Mary Kate Flanagan	Kristin Walker (FY24) / Robyn	Included in Academic Program	

		Burdette (FY25)		
Business Management	Mary Kate Flanagan	Kristin Walker (FY24) / Robyn Burdette (FY25)	Included in Academic Program	
Construction Management	Kressida Rice	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [57]	Mid-Year Completed [58]
Cosmetology	Kimberly Moyers	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [59]	Mid-Year Completed [60]
Real Estate	Martha Morian	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [61]	Mid-Year Completed [62]
Building Construction Technology	Kressida Rice	Kristin Walker (FY24) / Robyn Burdette (FY25)	Program begins FY25	Mid-Year Completed [63]
Criminal Justice and Court Reporting				
Court Reporting	Cristy Smith	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [64]	Mid-Year Completed [65]
Industrial Technology				
Automotive Technology	Michael Ruland	Richard "R.E." Davis (FY25)	Program begins FY25	Mid-Year Completed [66]
Instrumentation	Hank Ramsey	Kristin Walker (FY24) /	Completed [67]	Mid-Year Completed [68]

		Richard "R.E." Davis (FY25)		
Plumbing Technology	Michael Ruland	Richard "R.E." Davis (FY25)	Program begins FY25	Mid-Year Completed [69]
Process Operating Technology	Hank Ramsey	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Completed [70]	Mid-Year Completed [71]
Safety, Health and Environment	Hank Ramsey	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Completed [72]	Mid-Year Completed [73]
Information Technology & Networking				
Information Technology	Diane Dotson	Kristin Walker (FY24) / Robyn Burdette (FY25)	Completed [74]	Mid-Year Completed [75]
Networking - CISCO	Diane Dotson	Kristin Walker (FY24) / Robyn Burdette (FY25)	Included in IT Program above	
Logistics & Manufacturing				
Electromechanical Technology	Howard Bailey	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Completed [76]	Mid-Year Completed [77]
Logistics Management - Logistics	Mary Kate Flanagan	Kristin Walker (FY24) / Richard	Completed [78]	Mid-Year Completed [79]

		"R.E." Davis (FY25)		
Maritime/Ordinary Seaman - Nautical	James Chatlosh	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Completed [80]	Mid-Year Completed [81]
Welding Technology - Welding	Dr. Keith Jones	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Completed [82]	Mid-Year Completed [83]
HVAC	Ellis Shoemake	Kristin Walker (FY24) / Richard "R.E." Davis (FY25)	Program begins FY25	Mid-Year Completed [84]

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. The following **Table 8.2.a-1.3** constitutes a meta-analysis of the FY2024 and FY2025 IEUPs to help the reviewer compare the program specific student learning outcomes from each IEUP and provide evidence of Continuous Quality Improvement (CQI) at LSC-O:

Table 8.2.a-1.3 [85]

Excerpts of Expected Student Learning Outcomes for Educational Programs FY 2024/2025 IE CS 8.2.a Annual Unit Plans (IEUPs)

Goal/Expected Student Learning Outcome	Justification	Strategies/ Measures	Assess ment Results	Use of Results
Academic Studies				
Academic Studies - College Success and Teacher Preparation				
Teacher Preparation				
Students will successfully demonstrate mastery of student learning outcomes in the	EDUC 1301 is an introductory class that teaches the students basic skills from the professional and provides them with	Providing PowerPoint presentations and examples of important and difficult concepts.	Breakout results by all modalities: F2F: 92% of students	The program director will oversee and maintain the current strategies,

Introduction to the Teaching Profession (EDUC 1301) course as required by the Texas Academic Course Guide Manual (ACGM).	knowledge that they will build upon later in the program.	Offering physical and virtual office hours. Prepare students to create and write their own lesson plan through a project. Review lesson plan creation in class. 75% of students enrolled in EDUC 1301 (Intro to the Teaching Profession) will successfully (grade of "C" or higher) complete the Student Learning Outcomes as measured on the Lesson Planning Final Project.	enrolled in EDUC 1301 (Intro to the Teaching Profession) successfully (grade of "C" or higher) completed the Student Learning Outcomes as measured on the Lesson Planning Final Project. This goal was met. Online: N/A OCIS: N/A	making adjustments as needed based on progress to ensure the goal is met in the future. FY25 Target will be raised to 85%.
Students will successfully demonstrate mastery of student learning outcomes in the Introduction to Special Populations (EDUC 2301) course as required by the Texas Academic Course Guide Manual (ACGM).	EDUC 2301 is an enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning.	Providing PowerPoint presentations and examples of important and difficult concepts. Offering physical and virtual office hours. Prepare students to create and write their own lesson plan through a project. Review lesson plan creation in class. 75% of students enrolled in EDUC 2301 (Introduction to Special Populations) will successfully (grade of "C" or higher) complete the Student Learning Outcomes as measured on the Lesson Planning Final Project.	Breakout results by all modalities: -F2F: 85% of students enrolled in EDUC 2301 (Introduction to Special Populations) successfully (grade of "C" or higher) completed the Student Learning Outcomes as measured on the Lesson Planning Final Project. This goal was met. -Online: N/A -OCIS: N/A	The program director will oversee and maintain the current strategies, making adjustments as needed based on progress to ensure the goal is met in the future. FY25 Target will be raised to 85%.

The Associate of Arts in Teaching (AAT) degree program will successfully prepare LSC-O students for transfer to baccalaureate programs that lead to initial Texas teacher certification.	The Associate of Arts in Teaching (AAT) degree is a State Board-Approved collegiate degree program consisting of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification.	The AAT program will develop relationships with Texas public university offering baccalaureate degree programs leading to initial teacher certification. Lamar University, Sam Houston State University, Stephen F. Austin University, etc. 70% of students who complete the AAT degree program will successfully matriculate to a Texas public university offering baccalaureate degree programs leading to initial teacher certification. The Education Program will work with the OIRE office to track successful transfers to baccalaureate degree programs at a Texas public universities.	Placement data for May 2024 graduates is unavailable. AAT success outcome data for 2021-2022 is presented below. May 2024 data will be collected in Fall 2024. A success rate of 94% was achieved by AAT graduates in 2021-2022. This percentage indicates the percentage of students who pursued additional higher education or were employed 1 year after graduation from LSCO.	Once the results become available, the program director will assess the results and determine what steps should be taken next. If any intervention needs to be taken, the program director will update current strategies and report it on the FY 24 Unit Plan and/or FY 25 Unit Plan.
The Education Program will provide qualified faculty.	By ensuring that faculty are up to date on major laws, bills, policies, theories, and paradigms that affect the field of Education, they will be able to prepare LSCO students properly for careers in Education. This goal aligns with LSCO's goals and the core value of quality.	Stay up to date on new theorists in the field of Education. (e.g. register/subscribe to their websites, join their newsletter mail outs, etc.) Stay up-to-date on new laws, bills, and policies by regularly checking the Department of Education website, as well as Texas Education Agency sites. 75% of syllabi from instructors teaching EDUC 1301 and 2301 provide	100% of syllabi from instructors teaching EDUC 1301 and 2301 provided projects for their students that incorporated relevant, up-to-date theorists, theories, and/or current events in education.	The program director will oversee and maintain the current strategies, making adjustments as needed based on progress to ensure the goal is met in the future. FY25 Target will be raised to 85%.

		projects for their students that incorporate relevant, up-to-date theorists, theories, and/or current events in education.		
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Improvements:

All goals were met in the teacher preparation program. We have a high rate of success in the program well above 80% consistently. We are always looking for ways to improve the education program. We are keeping the program up to date about new policies, bills and current events that effect the education system because it will of course be beneficial to the students once they are in the workforce. We also want to keep expanding the range of subjects that our teaching program cohorts are exposed to. We have set a goal to introduce a new course every year and this year we exceeded that. We added 2 new courses to the program and plan to continue this trend to produce well rounded educators.

FY25 Targets for SLO1, SLO2, and PLO2 have been raised to 85%

Academic Studies - Arts, Humanities, and Business

Business Management

In BUSI 1301, students will demonstrate the following Student Learning Outcomes: Identify major business functions of accounting, finance, information systems, management, and marketing. Describe the relationships of social responsibility, ethics, and law in business. Explain forms of ownership, including their advantages and disadvantages.	The ability to master these student learning outcomes shows that the student has the fundamental/ basic knowledge needed to be successful in the program and the workforce. This goal was assessed last fiscal year and was increased from 70% to 75% to show a continual improvement of the course and program	Provide Office Hours so students can ask questions about difficult concepts. Encourage use of the gator success center. Revisit difficult concepts. Provide additional resources through the library. 75% of students enrolled in Business Principles (BUSI 1301) will successfully (grade of "C" or higher) complete the Student Learning Outcomes as measured on the Final Portfolio Project.	F2F- 95% made a C or better Online: 31/42 (74%) of students made C or better Total Average: 81% of students successfully (grade of "C" or higher) completed the Student Learning Outcomes as measured on the Final Portfolio Project in this course. Overall, the goal was met.	Results were based off the overall course grade due to leadership changes in the program and the lack of detailed results. The program will work on providing results for a final exam or major project in the future. Instructor has encouraged learners to utilize the available resources when needed. FY25 Target raised to 85%
Students will demonstrate the ability to show proficiency in "Introduction to Spreadsheets"	Creating, applying, and maintaining spreadsheet is an essential tool in any business or workplace so it is an important topic to learn to help	Reviewing difficult concepts Allowing students to practice through a variety of assignments that	Taught Online Only: 82% of students successfully (grade of	Results were based off the overall course grade due to leadership changes in the program and

(ITSW 1304) The major Student Learning Outcomes include: The ability to define spreadsheet terminology and concepts, create formulas and functions, use formatting features, and generate charts, graphs, and reports	students be efficient employees.	will help students identify any weaknesses that they may struggle with. 70% of students enrolled in the "Introduction to Spreadsheets" (ITSW 1304) course will successfully (grade of "C" or higher) complete the Student Learning Outcomes as measured on the Final Exam.	"C" or higher) completed the Student Learning Outcomes as measured on the Final Exam in this course.	the lack of detailed results. The program will work on providing results for a final exam or major project in the future. As this is a critical skill across professions, the business department will continue to focus on spreadsheet skills. FY25 Target raised to 75%
The students will improve their writing skills measured on the ETS Proficiency Test.	Being able to synthesize information and being able to report on it accurately is critical in any business. It also assists in communicating with colleagues in virtual work teams and in person presentations.	Provide opportunities through writing assignments like case studies, independent research, and presentations. ETS Proficiency Results provided by OIRE.	In FY 23, Business graduates achieved an average score of 111.6 in the writing proficiency portion of the ETS PP. In FY 24, program graduates achieved a 110.1 average score in the writing proficiency. This resulted in a 1% decrease in the average score. The goal was not met.	Writing assignments were utilized throughout the program to improve business writing skills. The business department will continue to look for opportunities to assign work in a professional written response.
The Business program will provide additional learning materials available in the Ron Lewis Library.	Enhanced learning resources would allow students to increase their knowledge on current trends and updates in the industry. It also expands the material that can be used in the curriculum.	Collaborating with the library to request the material needed. Explore Online as well as physical resources to add. The Business Program	The business department has utilized Gator Passes to refer students for services; however no specific	The Gator Success Center offers several resources for struggling students. Students have access to enhanced learning resources in the

		will develop an advisory board beginning with 3 inaugural members with expertise from a variety of sources. Whether the material was purchased/Online Library Database.	resources were added. This goal was not met.	library.
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Improvements:

The Business Program met 3 of the 5 goals that were made in FY 24. The first two goals are grade-based goals, but due to a change in leadership, specific results were unable to be listed; however, it was determined through overall course grades that the SLO's were achieved. Goal 3 was based off ETS results and the ETS writing score for students graduating in the program decreased by 1%. The department will continue looking for opportunities to assign work in a professional written response. Next, goal 4 was aiming to provide more resources to students, but due to the change in leadership, this goal was not able to be implemented. Gator passes were used though to refer to students who were struggling. Lastly, goal 5 was met and the goal of a 20% enrollment increase was exceeded with a result of 22%. The program plans to re-evaluate and provide more detailed results in the future and work with new hires to prevent unclear results in the future. Since the change in leadership was still in progress, The Office of I.E., and Research Assisted in completing this plan.

FY25 Targets for SLO1 and SLO2 have been raised to 85% and 75% respectively

Communication

80% of enrolled students will successfully (a "C" or higher) identify and execute the different types and elements of a speech and accurately deliver a speech using this knowledge.	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. The previous fiscal had a 79% pass rate, so the course is being assessed again to make sure students maintain success in this course and the curriculum is still effective.	Give students various types of speeches to give during class to see where each student excels. Encourage students to practice and write speeches before giving them and to utilize the Gator Success Center if they need assistance writing speeches. Offer office hours for students who need extra help. 80% of enrolled students will successfully (a "C" or higher) identify and execute the different types and elements of a speech and accurately deliver a speech using this knowledge in Public Speaking	Online: (75.5%) 40 met the standard (24.5%) 13 did not 53 students Total F2F: (75.0%) 15 met the standard (25.0%) 5 did not 20 students Total Dual Credit- No dual credit Total 75.3% met the target	Average Expected Outcome Targets were missed by 4.7% for both Online students and F2F students. Based on the assessment, greater emphasis will be placed on speech preparation and complete speech submissions.
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		(SPCH 1315) as measured on their final persuasive speech assignment.		
80% of enrolled students will successfully (a "C" or higher) identify the basic elements of an argument (claim, reasoning, and evidence), and will execute a debate using these elements.	Last fiscal year 80% of students passed with a "C" or higher so assessing it at that rate will show that the curriculum is still effective, and students are remaining successful in this course.	Reviewing the information and allowing students opportunities to utilize the information with assignment and debates. Having office hours for those who need extra help. Encouraging the use of the Gator success center for those who need extra help writing and researching their topic. 80% of enrolled students will successfully (a "C" or higher) identify the basic elements of an argument (claim, reasoning, and evidence), and will execute a debate using these elements in Argumentation & Debate (SPCH 2335) course as measured on their final argument assignment.	Online 4 Students Total All (100%) 4 met the Standard F2F- 0 Dual Credit- 0	All students who took the course met the standard. The same assessment measures will be continued in the Fall 2024 class and monitored for changes in student success. FY25 Target has been raised to 85%
Student enrolled in the program will increase their ETS writing test scores by 3%.	Writing is an essential part of any speech process. A well-written speech provides clear communication of the subject spoken on and helps build rapport with the audience through confident and well-spoken sentences.	Have students formulate and execute various types of speeches. Give effective and constructive feedback. Provide clear expectations. ETS Scores provided by the Office of	The average writing ETS score for Communication graduates in FY 23 was 118.0. The average score in FY 24 was 119.0. This reflects a 1% increase in average	The Communications Program will provide more writing opportunities for students and stress the importance of well-written speech. We will collaborate with other departments (like liberal arts)

		Institutional Research and Effectiveness.	score. Although there was an increase, the goal of 3% was not met.	to strategize how to get better results on the ETS.
Students enrolled in the program will increase their ETS Critical Thinking test scores by 3%	Critical Thinking skills are essential no matter which field they go in to and show that they have effective problem-solving skills.	Provide opportunities for critical thinking in assignments. Provide more critical thinking assignments. ETS Scores provided by the Office of Institutional Research and Effectiveness.	The average CT ETS score for Communication graduates in FY 23 was 113.5. The average score in FY 24 was 117.5. This reflects a 4% increase in average score. The goal was achieved.	The communications programs will work to incorporate critical thinking strategies into speech assignments and collaborate with other departments to seek what strategies work/ don't work in their classroom. FY25 Target has been raised to 5%

Improvements:

Goal 1 was almost met but the expected outcome was missed by 4.7% of students. Since the goal was not met, more emphasis will be placed on speech preparation and completion.

Goal 2 was met and four out of four students successfully met the standard set and displayed knowledge of the SLO through their final speech.

Goal 3 and 4 were based off of ETS test results and goal 4 was achieved while goal 3 was not.

The ETS writing score in goal 3 did rise by 1% but it was not a high enough rise to meet the 3% goal. The critical thinking score raised by 4% showing that students effectively increased their critical thinking skills.

Although a different measure of results was used for goal 5, the completion ratio was 9% (2 out of 22 students) this low results will require the communications department to strategize with those in the student success department, advising, etc. to ensure that students are getting the support and resources needed to graduate with a degree in communications.

The department head will continue to assess various aspects of the program to determine where improvements need to be made.

FY25 Targets for SLO1 and PLO2 have been raised to 85% and 5% respectively

Criminal Justice

Criminal Justice students will demonstrate appropriate student learning outcomes in the Criminal Investigation (CJSA 1342) Capstone course that prepares them for Criminal Justice job field.	To be able to become employable in the Criminal Justice job field, students will be able to demonstrate knowledge of basic criminal justice concepts	Instructional faculty will embed these and related student learning outcomes throughout the curriculum culminating in a capstone experience where these SLO's will be measured. 70% of CJSA	We had one student complete the CO-OP course in fall of 2023 with an A in their course with all work completed successfully therefore the goal was met even though	We have moved our focus from capstone to CO-OP course which applies real work experience by pairing students with criminal justice agencies to receive hands on experience. This course has been successful in implementing
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		1342 (Criminal Investigation) students will successfully complete (C or better) the criminal investigation test. 70% of CJSA 1342 (Criminal Investigation) students will successfully complete (C or better) the crime scene investigations assignment. 70% of CJSA 1342 (Criminal Investigation) students will successfully complete (C or better) the criminal case Course project.	the course was changed from a capstone to a co-op.	its capstone/CO-OP experiences for the students. The CO-OP student spent a full day at the morgue with a Forensic Examiner (her desired field) and learned that side of criminal investigation and elements of forensic science. She also was paired up with a Justice of the Peace throughout the semester and through those two practitioners was able to meet the SLO's mentioned. FY25 Target will be raised to 90%
Criminal Justice students will demonstrate appropriate student learning outcomes in the Criminal Investigation courses (CJSA 1312) that prepares them for Criminal Justice job field.	To be able to become employable in the Criminal Justice job field, students will be able to demonstrate knowledge of basic criminal justice concepts.	Instructional faculty will embed these and related student learning outcomes throughout the curriculum culminating in a capstone experience where these SLO's will be measured. 70% of CJSA 1312 (Criminal Investigation) students will successfully complete (C or better) the final exam where they must explain the psychological, social, and economic impact of crime in society;	4 (27%) of the 15 students received an A, 11 (73%) of the 15 students received a B, 15/15 (100%) met the threshold. and there were not any scores lower than a B on the final which is well above the 70% threshold; therefore the goal was met at 100%.	15 students have completed the Criminal Investigations course in FY 24. These students engaged in weekly discussions on topics related to criminal investigations and how they impact crime. Through their discussions and exams the program and its faculty was able to ensure these SLO's were met. This strategy will be continued into the next year with a raised target to 85%

		and identify characteristics and prevention of major crimes.		for FY25 , while monitoring students progress for changes in student success.
Students will identify and summarize the various components in the criminal justice system and how these components and the community respond to crime and society in Police Systems & Practices (CJSA/CRIJ)	Graduates of a criminal justice program can find employment opportunities in the field at the local, state and federal levels. Most criminal justice agencies require or strongly recommend a two-year or four-year college degree as a minimum requirement for employment. After completion of the Associate of Arts (A.A.) in Criminal Justice, students will have the basic knowledge to enter many criminal justice agencies. Students may also transfer completed coursework to a four-year institution to become more competitive in the job market.	Instructional faculty will embed these and related program learning outcomes throughout the curriculum culminating in a capstone experience where these PLO's will be measured. 70% of Criminal Justice students in Police Systems & Practices (CJSA 1359/CRIJ 2328) will identify and summarize the various components in the criminal justice system (police, courts and corrections) and how these components and the community respond to crime and society assessed by the student's performance on the comprehensive final exam.	4 students completed Police Systems and Practices over the past year. Half of the students received an A (50%), and the other half received a B (50%). All four students (100%) could demonstrate how police systems components respond to crime; therefore the goal was met.	All four students now have the basic knowledge to enter into the criminal justice workforce, based on their grades and comprehension alone. The program found that the current strategies in place prepared students to enter the workforce with the knowledge needed to be successful. Current strategies will continue with a raised FY25 target to 85% , and student success and feedback will be utilized to make changes as needed.
Students will identify and summarize the history of policing, organizational aspects of policing, community-police relationships and current issues in policing in Police Systems & Practices (CJSA/CRIJ)	Graduates of a criminal justice program can find employment opportunities in the field at the local, state and federal levels. Most criminal justice agencies require or strongly recommend a two-year or four-year college degree as a minimum requirement for employment. After completion of the Associate of Arts (A.A.) in Criminal Justice,	Instructional faculty will embed these and related program learning outcomes throughout the curriculum culminating in a capstone experience where these PLO's will be measured. 70% of Criminal Justice students	I had 4 students complete Police Systems and Practices over the past year. Half of the students received an A (50%), and the other received a B (50%); therefore the goal was met	All four students have proved their understanding of the history, organizational aspects as well as the current issues in policing and much more. We had guest speakers in this course (which was an in person course)

	students will have the basic knowledge to enter many criminal justice agencies. Students may also transfer completed coursework to a four-year institution to become more competitive in the job market.	will identify and summarize the history of policing, organizational aspects of policing, community-police relationships and current issues in policing in Police Systems & Practices (CJSA/CRIJ) assessed by the student's performance on the comprehensive final exam.	at 100%.	and that significantly helped bridge the gap between reading about the history, organizational structure, community policing relationships, as well as the current issues. The program director will seek out and introduce more guest speakers in the future, will raise FY25 target to 85%
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Improvements:

Our goal ultimately is to increase enrollment and student experiences in all aspects of our course work: dual credit, in person, and online courses. Dual credit is steadily growing, and I intend to continue to empower our dual credit instructors with the resources needed. We will all be teaching out of the same textbooks this fall and all of those textbooks were updated over the summer. I look forward to providing more hands-on experiences in our classes as well as marketing those experiences to the public to increase in-person course enrollment. We will continue to offer every course (except for co-op) online so our online students feel they have the same opportunities even if they have other responsibilities that prevent them from coming to a face-to-face class. The program director has an event planned in Lumberton to announce our in person courses that we will hold at lunch time for our working class populations to attend. The program director will also be looking into grants this fall to further our students hands on experience to purchase equipment to do so. This is always a huge draw for our students. The classes that have hands on practical experience are always the most successful. We have a wonderful advisory committee that we will continue to grow and utilize.

FY25 Target for SLO1 has been raised to 90%, while SLO2, PLO1, and PLO2 Targets have been raised to 85%.

Liberal Arts

Students will successfully demonstrate the required Student Learning Outcomes (SLOs) in United States History II (HIST 1302) as required by the Texas Academic Course Guide Manual (ACGM)	This required course for the program necessary for producing competent students.	Encourage students to form study groups. Increase referrals to Gator Success Center for students who need extra help. Have open office hours for students to collaborate with the professor on difficult concepts.	Breakout results by all modalities: -F2F: 86.7% -Online: 85.7% -OCIS: 94.7% Total: 89%	Although the expected outcome was exceeded for all modalities, the strategies used to achieve the outcome and related assessment measures will continue to be used and expanded upon in order to maintain optimal results.
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		85% of HIST 1302 students will successfully ("C" or higher) demonstrate the following Student Learning Outcomes (SLOs): Assessment of SLO- Create an argument through the use of historical evidence using the book review project.		Target for FY25 will remain at 85%
Students will successfully demonstrate the required Student Learning Outcomes (SLOs) in Federal Government (GOVT 2305) as required by the Texas Academic Course Guide Manual (ACGM)	To be an active voting member in the community, a basic knowledge of how the federal government works is essential. 6 hours of government classes are mandated by the State of Texas for academic degrees.	Provide links and credible resources for the students to utilize. Provide detailed instructions on each of the three components of the project. Reference project in syllabi so students can start preparing early in the semester for it. The Student Learning Outcomes will be assessed using a Research Paper that has multiple components and covers a political issue. (85% of students achieving a grade of "C" or higher).	Breakout of results by all modalities: -F2F: 50% of students (6 of 12) scored a 70 or higher on the paper -Online: 60% of students (55 of 91) scored a 70 or higher on the paper -OCIS: 68% of students (27 of 40) scored a 70 or higher on the paper Total: 61.5% The goal was not met.	Due to lower-than-desired scores on the assignment primarily stemming from (a) student errors pertaining to completing in-text citations and reference entries in APA Style and (b) AI-related academic dishonesty issues, I will (a) continue to include and improve the project's second component, which focuses on completing reference entries in APA Style and add an additional component involving in-text citations and (b) refine and place a greater emphasis on the discussion of the improper use of AI included in both the syllabus and the Political Issue Research Paper's

				assignment instructions. Target for FY25 will remain at 85%
Students will increase their ETS Writing score by 5% from the previous academic year.	Writing skills are essential in a wide variety of jobs and will set students up to be successful. After last year's results the Liberal Arts Program wanted to re-evaluate and work on increasing this score since students needed extra help in this area.	Allows students more opportunities to practice writing. Collaborate with other departments. Will work with the OIRE (Office of Institutional Research and Effectiveness) office to obtain the current ETS Writing Score Results and compare to the previous academic year's results.	The average writing ETS score for Liberal Arts graduates in FY 23 was 110.3. The average score for FY 24 was 111.2. This reflects a 1% increase in average score. Although there was an increase, the expected increase of 5% was not achieved.	The Program Director will continue collaborating with other departments to share strategies for increasing their writing score. In the future, students will be given opportunities to put their writing skills to use while receiving constructive feedback from professors regarding said assignment. Target for FY25 will remain at 5%
Students will increase their ETS Reading score by 5% from the previous academic year.	Reading skills are essential in a wide variety of jobs and will set students up to be successful. After last year's results the Liberal Arts Program wanted to re-evaluate and work on increasing this score since students needed extra help in this area.	Allows students more opportunities to practice improving reading. Collaborate with other departments/ programs. Will work with the OIRE (Office of Institutional Research and Effectiveness) office to obtain the current ETS Reading Score Results and compare to the previous academic year's results.	The average reading ETS score for Liberal Arts graduates in FY 23 was 113.8. The average score for FY 24 was 113.7. This reflects a slight decrease of less than 1% in the average score. The goal was not achieved.	The reading ETS score stayed within the same .5 range. the program will explore more opportunities to incorporate reading and writing assignments into the curriculum to allow students the opportunity to increase their reading level and comprehension. This will be discussed with other departments along with the

writing goal listed above.

Target for FY25 will remain at 5%

Improvements:

Goal one was the only goal that was met in FY 24. All modalities in goal one met or exceeded the goal with our OCIS students performing the best. Goal two was not met but a trend was noticed due to our OCIS students performing the best. The program will continue to monitor student success and brainstorm ways for the other modalities to get results closer to our OCIS students. Goal three and four were based off of average ETS scores and the results stayed within 1% of the previous years results. Since there were no improvements in the ETS scores, the program director will partner with faculty from various courses (engl, govt, math etc) to see come up with a strategy to raise the average ETS score in the next fiscal year. Lastly, goal 5 was not met. This goal was not able to be thoroughly measured since the program director did not have access to every faculty members evaluations. This is due to the fact that some courses are in multiple programs and some professors report to other program directors. Collaboration with other programs will happen in order to get results for more faculty members. The subjects included were noted and the program director will work with faculty to raise their professional development hours.

All FY25 Targets will remain the same as FY24 until the data support increasing them,

Sociology

Students will successfully demonstrate the required Student Learning Outcomes (SLOs) in Introduction to Sociology (SOCI 1301) as required by the Texas Academic Course Guide Manual (ACGM)	This will demonstrate that the Sociology program is effective and produces competent students who are prepared for entry-level careers in business, public service, politics, or higher education or they will be prepared to transfer to a university to pursue a bachelor's degree in sociology.	Faculty will monitor student grades as semester progresses and provide opportunities for tutoring on difficult concepts. The Sociology faculty will submit GATOR Pass forms for students who are not participating or are struggling to achieve a C or higher. 80% of students enrolled in Introduction to Sociology (SOCI 1301) will successfully (grade of "C" or higher) complete the Student Learning Outcomes as measured in the Sociology Essay Assignment.	Based on the Fall 2023 and Spring 2024 data, 91% of SOCI 1301 online students and 98% of SOCI 1301 dual credit students successfully ("C" or higher) completed the course. Out of the students who completed the Essay Assignment, 80% of online SOCI 1301 and 83% of dual credit SOCI 1301 students successfully ("C" or higher) on the assignment.	These results demonstrate how Sociology faculty monitored student grades and submitted GATOR Pass forms for students at risk of not achieving a "C" or higher, leading to improved student learning. These results show a significant percentage of students who do not complete the Essay Assignment, so the Sociology faculty will continue to encourage students to submit this assignment to boost the success rates.
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		1. Compare and contrast the basic theoretical perspectives of sociology. 2. Identify the various methodological approaches to the collection and analysis of data in sociology. 3. Describe key concepts in sociology. 4. Describe the empirical findings of various subfields of sociology. 5. Explain the complex links between individual experiences and broader institutional forces. As assessed by quizzes and labs, programming assignments, chapter exams and the final exam.		FY25 Target will be raised to 85%.
Students will successfully demonstrate the required Student Learning Outcomes (SLOs) in Social Problems (SOCI 1306) as required by the Texas Academic Course Guide Manual (ACGM)	This will demonstrate that the Sociology program is effective and produces competent students who are prepared for entry-level careers in business, public service, politics, or higher education or they will be prepared to transfer to a university to pursue a bachelor's degree in sociology.	Faculty will monitor student grades as semester progresses and provide opportunities for tutoring on difficult concepts. The Sociology faculty will submit GATOR Pass forms for students who are not participating or are struggling to achieve a C or higher. 80% of students enrolled in Social Problems (SOCI 1306) will successfully (grade of "C" or higher) complete the Student Learning Outcomes: 1. Describe how	Based on the Fall 2023 and Spring 2024 data, 92% of SOCI 1306 online students successfully ("C" or higher) completed the SLO. The only students who did not achieve this goal received an "F" due to excessive absences.	These results demonstrate how Sociology faculty monitored student grades and submitted GATOR Pass forms for students at risk of not achieving a "C" or higher, leading to improved student learning. The Sociology faculty will continue to encourage students to complete the course to improve our completion rates. FY25 Target will be raised to 85%.

		the sociological imagination can be used to explain the emergence and implications of contemporary social problems. 2. Explain the nature of social problems from at least one sociological perspective, e.g., critical, functional, interpretive, etc. 3. Identify multidimensional aspects of social problems including the global, political, economic, and cultural dimensions of social problems. 4. Discuss how "solutions" to social problems are often contentious due to diverse values in society. As assessed by overall discussion board grade.		
The Sociology Program will implement a service-learning project.	To meet the growing and changing needs of the community, this service-learning project will encourage community service and educate students on the importance of social connections and service to local communities.	The Sociology faculty will brainstorm service-learning projects and work with student organizations or Student Life to organize an annual event centered around this service. Student attendance from Student Life's Office and student surveys.	The Sociology faculty did generate some ideas, but we were not able to hold the event in the Fall 2023 or Spring 2024 semesters, therefore, the goal was not met.	The Sociology faculty discussed some ideas with Amy Moore and Melissa Chatlosh, two of which will hopefully manifest in the Fall 2024 and Spring 2025 semesters. Both ideas center around service learning and community education. The Sociology faculty will work closely with Student Life and OASIS to bring these ideas to fruition, with the intent to

				improve student learning and retention.
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.	Sociology faculty will explore alternative online tools such as Perusall, Kahoot, and Kaltura videos/recordings and begin implementing these in hybrid, HyFlex, and online courses. BlackBoard report provided by instructors or BlackBoard support.	Some Sociology faculty have implemented Kahoot and Kaltura videos/recordings in online courses.	While some active steps have been taken to implement these tools, Department Chair Ewer will work with the adjunct faculty to provide support to ensure they feel comfortable using these tools. Some are planning to implement Perusall in the Fall 2024 or Spring 2025 semesters. Tools like Perusall and Kahoot help facilitate student learning in innovative and memorable ways, and the Sociology department want to promote this innovative and experiential learning.

Improvements:

Goals 1, 2 & 4 were all achieved. For goals 1 & 2 the students were able to show mastery of the concepts in the courses. This was determined by the students' final exam in the class. These results show that the sociology faculty monitored the student grades, which lead to improved student learning. Goal 4 has been met and we have plans to keep improving this goal. We have recently implemented kahoot and kaltura. These methods have been so beneficial to the students that we are now wanting to implement perusall in the Fall of 2024.

FY25 Targets for SLO1 and SLO2 have been raised to 85%.

In the FY25 IEUP, replaced PLO#2 with "Students will successfully demonstrate the ability to Analyze the impact of social structures and institutions on individuals and groups in Marriage & the Family (SOCI 2301) as required by the Texas ACGM" with the expectation that at least 85% of students will successfully ("C" or higher) demonstrate the requisite Student Learning Outcomes.

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

Computer Information Systems (included in Computer Science below)				
Computer Science				
Students will successfully demonstrate mastery of student learning outcomes in the Programming Fundamentals I (COSC 1436) course as required by the Texas Academic Course Guide Manual (ACGM).	Aligns with Goal V (Success) part of strategic plan. Introduces the fundamental concepts of structured programming and provides a comprehensive introduction to programming for computer science and technology majors. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging. This course assumes computer literacy. This course is included in the Field of Study Curriculum for Computer Science.	Monitor student grades as semester progresses and provide opportunity for additional practice on difficult concepts. 70% of students enrolled in Programming Fundamentals I (COSC 1436) will successfully (grade of "C" or higher) complete the Student Learning Outcomes: 1. Describe how data is represented, manipulated, and stored in a computer. 2. Understand and use the fundamental concepts of data types, structured programming, algorithmic design, and user interface design. 3. Demonstrate a fundamental understanding of software development methodologies, including modular design, pseudo code, flowcharting, structure charts, data types, control structures, functions, and arrays.	Breakout results by all modalities: -F2F-8/14=57% -Online-N/A -OCIS-N/A 57% of students earned a "C" or better on their COSC 1436 final exam during FY 2024. Therefore, this goal was not met.	The program director will update interactive textbooks and teaching tools that will appeal to all learning styles (audio, visual, and hands-on opportunities) and continually be improved based on student feedback of these tools. Will provide quick turnaround on feedback (within 2 days of assignment completion date) from assignments and exams so students can learn from their mistakes and apply it to future assignments earlier in the semester. Students in academic distress will be referred to LSC-O's QEP, called GPS: Navigate to Success
Students will successfully demonstrate mastery of student learning outcomes in the Programming Fundamentals II (COSC 1437) course as	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 on difficult concepts. 70% of students enrolled in	Breakout results by all modalities: -F2F-4/12=33% -Online-N/A -OCIS-N/A 33% of students	The program director will update interactive textbooks and teaching tools as well as provide quick turnaround on feedback (within

required by the Texas Academic Course Guide Manual (ACGM).		Programming Fundamentals II (COSC 1437) will successfully (grade of "B" or higher) complete the Student Learning Outcomes: 1. Identify and explain a programming development life cycle, including planning, analysis, design, development, and maintenance. 2. Demonstrate a basic understanding of object-oriented programming by using structs and classes in software projects. 3. Document and format code in a consistent manner. 4. Apply basic searching and sorting algorithms in software design. As assessed by the final exam.	earned a "B" or better in COSC 1437 during FY 2024. Therefore, this goal was not met.	2 days of assignment completion date) from assignments and exams so students can learn from their mistakes and apply it to future assignments earlier in the semester. Students in academic distress will be referred to LSC-O's QEP, called GPS: Navigate to Success Additional opportunities (additional assignments and lifesaver seminars) will be offered to increase student learning and keep students engaged.
Program will provide industry certification opportunity to all students in COSC 1301	Students benefit with an extra certification to show competence in area in addition to degree earned	Implement certification option as part of course: CompTIA as part of the TestOut instructional software. Review number of students who attempted and passed the certification exam in each section	No students passed the certification for FY 2024 therefore the goal was not met.	The certification offered for COSC 1301 will be promoted more frequently in the course. Benefits and impact on being marketable in the workforce will be discussed with the students. Increased discussion and documentation of CompTIA certification exams will be offered by the instructors. Instructors will

				offer bonus points to students who attempt certification and will use this opportunity to promote the benefits of having said certification as students prepare to enter the employment market.
Improve student learning outcome of Critical Thinking, as measured by the ETS Proficiency Profile (exit exam for graduates).	LSCO 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.	Implement CT improvement strategies in Fall 2023, Spring 2024 in upper-level COSC courses to impact ETS CT scores of Spring 2024 grads. ETS Score report from OIRE; Copies of CT enhancement assignments; evidence of CT assignments in upper-level course syllabi	The average CT ETS score for CS graduates in AY 2022 was 110.0. The average score for AY 2023 was 120.8. This reflects a 9% increase in average score. The expected outcome was met.	The program will introduce newer digital curriculum with interactive tools as well as continue lectures and demonstrations in class that promote critical thinking. The FY25 ETS target will be scaled back to an 0.5% increase due to the large gain in this year's gains in Critical Thinking scores.

Improvements:

Goals 1-3 were not met. To ensure students begin earning the expected percentages, more curriculum teaching tools will be implemented that will appeal to all learning styles (audio, visual, and hands-on opportunities) and continually be improved based on student feedback of these tools. Also, providing quick feedback (within 2 days of assignment completion date) and adding bonus point opportunities (additional assignments and lifesaver seminars) to increase student learning and keep students engaged. **Students in academic distress will be referred to LSC-O's QEP, called GPS: Navigate to Success.** The CompTIA certification offered for COSC 1301 will be promoted more frequently in the course. Benefits and impact on being marketable in the workforce will be discussed with the students. Goals 4&5 were met. Going forward, efforts will be made to increase ETS critical thinking scores for CIS graduates. Assignments will be implemented into the curriculum that require students to think critically (programming assignments that encourage students to problem solve, fix issues that arise, and create applications that are comprehensive in both the back-end as well as the user interface). A concentrated effort to keep the upward trend for new students as well as retaining students, department faculty plan to expand the number of events that are attended so that more of the population can be exposed to the program. (dual credit events on and off campus, Expo and community promotional events).

Natural Science

Increase successful student learning outcomes in Natural Science courses that support AS and AA academic programs.	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.	Increase student awareness and use of tutoring opportunities. Encourage course and student participation in the upcoming QEP (GPS: Navigation to Success). 70% of students enrolled in BIOL 1406 will be able to pass (C or better) the signature assignment or comprehensive final exam. 70% of students enrolled in CHEM 1411 will be able to pass (C or better) the signature assignment or comprehensive final exam. 70% of students enrolled in GEOL 1403 will be able to pass (C or better) the signature assignment or comprehensive final exam. 70% of students enrolled in MATH 2413 will be able to pass (C or better) the signature assignment or comprehensive final exam. 70% of students enrolled in PHYS 1401 will be able to pass (C or better) the signature assignment or comprehensive final exam.	BIOL 1406 face to face: 90% of students achieved C or better on the signature assignment and 60% achieved C or better for the comprehensive Final Exam. BIOL 1406 online: 100% of students achieved C or better on the signature assignment and 60% achieved C or better for the comprehensive Final Exam. CHEM 1411 face to face: 100% of students scored a C or better on the comprehensive Final Exam. GEOL 1403: 86% of students achieved a C or better on the comprehensive Final Exam. PHYS 1401 was not offered during FY 2024. The Goal was met with the exception of the BIOL 1406 Com-	The department will continue to offer quality instruction and quality exams and assignments, and further promote student resources such as available tutoring in both the Gator Success Center and Upswing. FY25 Target increased to 73.5%
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			prehensive Final Exam.	
Improve student success in science courses.	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.	Make efforts to reduce financial impediments through either course redesign or use of OER. Increase student awareness and use of tutoring opportunities. Encourage course and student participation in the upcoming QEP (GPS: Navigation to Success). Student completion rates (C or better)	BIOL Courses F2F: 172/221 (78%) ONL: 373/469 (80%) OCIS: 209/218 (96%) FY 24 Overall: 754/908 (83%) FY 23 Overall: 969/1166 (83%) CHEM Courses F2F: 42/44 (95%) OCIS: 74/74 (100%) FY 24 Overall: 116/118 (98%) FY 23 Overall: 148/156 (95%) GEOL Courses ONL: 62/84 (74%) FY 24 Overall: 62/84 (74%) FY 23 Overall: 112/161 (70%) Total FY 24 Overall Pass Rate: 84% Total FY 23 Overall Pass Rate: 83% The overall pass rate for CHEM and GEOL courses increased by at least 3 percentage points in FY 24 from FY 23. The pass rate in BIOL courses remained the same (83%). The overall pass rate	BIOL 1406, BIOL 1407, BIOL 1408, BIOL 1409, and BIOL 2420 continue to use OER textbooks (including dual credit sections). Every course syllabus included statements on student resources, including available tutoring at the Gator Success Center and online tutoring via Upswing. Two faculty members (Jerry Sanford, Matt McClure) volunteered hours at the Gator Success Center. BIOL 1408 and BIOL 1409 were selected as pilot courses for the QEP this FY which included a mandatory tutoring program for at-risk students. There was vigorous use of the Gator Pass student early alert system. The program plans to continue these strategies to track progress over time.

			increased from 83% to 84%.	
			The goal of 5% increase was not met.	
The purpose of the Science Program is to prepare highly competent transfer graduates.	It has been determined by the faculty in this program that this PLO is a critical educational experience to enhance student learning and to ensure student success upon furthering education and/or entering the workforce.	Usage of General Education Signature Assignments for science courses and Major Area Program Learning Outcomes (MAPLO) assignments in BIOL 1406 and/or BIOL 1407 and other courses as determined. MAPLO reports, General Education Assessment Artifacts.	BIOL 1406 face to face, C or better: 90% for MAPLO Assignment and 90% for General Education Signature Assignment. BIOL 1406 Online, C or better: 100% for MAPLO Assignment and 100% for General Education Signature Assignment. BIOL 1407 face to face, C or better: 100% for MAPLO Assignment and 100% for General Education Signature Assignment. BIOL 1407 Online, C or better: 100% for MAPLO Assignment and 100% for General Education Signature Assignment. The Goal was met except for a slightly lower result for the BIOL 1406 MAPLO due to one failed grade in a	The department will continue to offer quality instruction and advertise tutoring is available in the Gator Success Center and Upswing.

			class of 10 students.	
The Science Program will provide a quality instructional program.	Graduates of the Program should possess a general knowledge base of natural sciences.	Graduates of the Program should possess a general knowledge base of the natural sciences sufficient to score at or above the national average on a standardized test. Assessment Measure(s): ETS Proficiency Profile results	Science majors had an overall average of 118.7 on the Natural Science portion of the ETS Proficiency Profile. According to our ETS provider, the confidence interval for the Natural Science portion is an average score of 111.17 – 114.93. LSCO Science majors had an overall average above the confidence level, so the goal of graduates possessing a general knowledge base of the natural sciences at or above the national average (confidence interval) was met.	The department will continue to offer quality online instruction. Two full-time faculty (Jerry Sanford, Matt McClure) volunteered hours at the Gator Success Center. FY25 Target increased to 115.0

Improvements:

Goal 1: The goal of 70% of students passing the signature assignment and/or comprehensive final exam was largely achieved with the only exception being the Final Exam for BOL 1406, which was largely due to small sample sizes (n=10 and 5 for face to face and online, respectively). See also below under Goal 2.

Goal 2: Although the goal of 5% increase was not met, an increase in students receiving a C or better did occur, and was through the diligent use of the Gator Pass early alert system and the promotion of the use of the Gator Success Center (including faculty volunteers), Upswing, and other resources. Methods of secured online exams have improved with the inclusion of Respondus Monitor.

Goal 3: The goal of scientific literacy (95% of students scoring a C or better on relevant work) was largely met with the exception of the MAPLO assignment for BIOL 1406 face to face due to one failing grade out of 10 students total. Overall quality of instruction was high, as was the diligent use of the Gator Pass early alert system and the promotion of the use of the Gator Success Center (including faculty volunteers), Upswing, and other resources.

Goal 4: LSCO Science majors had an overall average above the confidence level for the ETS Proficiency Profile, and thus the goal of graduates possessing a general knowledge base of the natural sciences at or above the national average (confidence interval) was met.

FY25 Targets for SLO1 increased to 73.5% and PLO2 have been increased to 115.0

Allied Health

Health Professions

Dental Assisting

Students will successfully complete the Student Learning Outcome in the Chairside Assisting (DNTA 1315) course as listed in the Workforce Education Course Manual (WECM)	Students will demonstrate an understanding of the guidelines established for the practice of infection control in the dental operatory and be able to apply them to avoid unsafe conditions for the dental patient.	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 will successfully (C or better) pass the infection control skill competency checkoff assignment in DNTA 1315.	100% of students received a C or better during the sanitation competency checkoff assignment; therefore the goal was met.	Faculty will increase the amount of practice sessions to help students meet the time limit and the program director will continue with current strategies to evaluate the curriculum and add related student learning outcomes where necessary. Target for FY25 will be raised to 85%.
Students will successfully complete the Student Learning Outcome in the Dental Office Management (DNTA 1251) course as listed in the Workforce Education Course Manual (WECM).	Students will develop the skills and abilities to effectively chart patient conditions, existing restorations and needed dental work and be able to apply them to accurately reflect dental patients.	The Dental Assisting program faculty met and determined that this SLO is a critical educational experience to enhance student learning and to ensure student success	100% of students received a C or better during the charting competency checkoff assignment; therefore the goal was met.	Faculty has decided to use the software that comes with the student textbook for FY25 to decrease student costs while continuing to provide them with the skills needed. The

		upon entering the workforce. 80% of students in Dental Office Management (DNTA.1251) will successfully (C or better) pass the charting competency checkoff assignment in DNTA 1251.		program director will continue to monitor progress to ensure this change has a positive correlation with student success. Target for FY25 will be raised to 85%.
Students obtain hands-on & real-world experience during clinicals & pass performance evaluations that provide valuable feedback & enhance the students learning experience in Clinical II (DNTA 2461) course.	Students will demonstrate an understanding of various tasks/skills associated with the role of a dental assistant and be able to apply them under supervision of a working dental assistant and dentist in local dental offices.	Using feedback from surveys sent to clinical sites regarding what they expect from the students and any recommendations on how to better prepare the students for clinical rotations. Students will pass (score of 2 or better) on 80% of the clinical student performance evaluations.	100% of students received a 2 or better on 80% of the clinical student performance evaluations.	Faculty will continue working with and using feedback from clinical site staff to evaluate where students need additional training. Target for FY25 will be raised to 85%.
Students will pass their registration exam to become a registered dental assistant in the state of Texas as prepared for in the Registered Dental Assistant Exam Review (DNTA 1103) Capstone Course.	Students will pass their registration exam to become a registered dental assistant in the state of Texas.	Instructional faculty will embed these concepts and related student learning outcomes throughout the curriculum culminating in a capstone experience where this SLO will be measured. 80% of students will pass the Texas Academy of General Dentistry registration exam. Test results from the Texas Academy of General Dentistry registration	100% of students passed their TAGD exam for Fall; therefore the goal was met.	The program will continue with current strategies to embed related concepts and student learning outcomes into the curriculum and evaluate it to ensure information is current with industry standards. Target for FY25 will be raised to 85%.

		exam as prepared for in the Registered Dental Assistant Exam Review (DNTA 1103) Capstone Course.		
Improvements: All goals were met. 100% of students achieved the student learning outcomes for goals 1 through 4. The Program will continue on its current track regarding these goals and will continuously monitor student progress for changes in student success. Faculty will continue to evaluate how to improve our program and best serve our students. A level 1 certification was added and made available to dual credit students. Faculty will begin reaching out to local high schools while collaborating with the dual credit team to increase enrollment and explain requirements/ expectations for the Level I Dual Credit certificate. FY25 Targets for SLO1, SLO2, PLO1, and PLO2 have been raised to 85%				
Emergency Medical Technology				
Students will demonstrate appropriate outcomes in the Patient Assessment criteria section of the Advanced Emergency Med. Tech. AEMT (EMSP 1338) course preparing them for employment as an adv. trained medic	In order to become employable in the EMS job field, students will be able to demonstrate knowledge of basic Emergency Medical Services concepts. The Advanced Emergency Medical Technician course is a summative learning experience covering comprehensive, assessment-based patient care management for the paramedic level.	Instructional faculty will embed these and related student learning outcomes throughout the curriculum culminating in a capstone experience where these SLO's will be measured. 70% of EMS students enrolled in the Advanced EMT course will be able to: 1) Integrate patho-physiological principles and assessment findings to formulate a field impression; 2) Be able to implement a treatment plan at the paramedic level.	With a 100% NREMT pass rate, we also have a 100% employment rate at the AEMT level	Upon employment, students will be able to initiate the advanced training immediately within their respective employers. The program will continue to partner with those in the field so students can build connection and gain real world experience before joining the workforce. Target for FY25 will be raised to 85%.

		As assessed by clinical evaluations and a comprehensive final exam.		
The students enrolled in the Practicum Advanced Emergency Medical Technician course will learn from hands on experience to gain valuable skills for the workforce and community.	Over the years we have learned that the more we can put our students in the "field" for actual patient care, the more the students want to learn. Clinical settings are set to give the students the opportunity to do real hands on care to live patients under the watchful eye of an experience preceptor.	Clinical agreements with area services puts our students in the public eye where others can see how our program works and how beneficial it can be for prospective students. Each semester prospective students come into our program as a result of having the opportunity to meet a former student and learning the basics of the program. SLO will be measured as assessed in the grade book from Clinical portion of the program and supporting assignments.	Each student has the opportunity during the clinical aspect of the course to demonstrate skills learned to prospective employers 100% of EMS students were able to demonstrate the SLOs	During the practicum students are "assigned" to a preceptor for evaluation of skills learned during class. This practice will continue in future along with networking to gain additional partners / preceptors. Target for FY25 will be raised to 85%.
Students will be provided education that would prepare the student to perform real time care.	As the need for healthcare in general increases, we see the need for emergency care increase drastically. Hopefully, we can place some good students in their area of interest to be better prepared to handle whatever come up. Clinical settings coincide with the educational portion of the class giving the student the ability to apply gained knowledge to practical skills	The preceptors that watch over the students will report back to the program instructors as to any weak or strong points for each student, enabling the instructors to change their mode of teaching if	We have had good results with our current curriculum therefore no changes were made. This goal was met because no major changes needed to be made and	As the students progress through the curriculum within the classroom, they are able to apply the knowledge gained in real time during the clinical rotations. With an excellent rapport with our

		necessary. We get feedback from our students as to any areas of the program that needs more or less emphasis. Many of our students have used their EMS education to move on to higher levels of healthcare. Current curriculum vs updates/prospective updates to the curriculum in FY 24.	curriculum is 100% up to industry standards.	clinical and field internship partners, our students get and will continue to get the best possible "hands on" training possible.
The EMS Program's enrolled students will succeed at or greater than the national average	If we can achieve a 70% pass rate at our local level, we should be able to keep a higher level of passing rates at the national level.	With the help of LSCO's Blackboard portal and an excellent library staff our students are able to achieve a better understanding of the purpose of Emergency Medical Services. NREMT Exam Results will be compared to the national average for the given academic year.	With a 100% pass rate of the NREMT is the example of the resources available for our students. At the time of this report the NREMT site was down, but the last available report showed the national average at 88%. The goal was met due to students performing above the national average.	Due to the excellent results achieved. The EMT program will continue with current strategies and monitor for changes in student success. Target for FY25 will be raised to 85%.
Improvements: LSCO's EMS program is a continually growing program. We are in a very competitive area for classes, but our educational staff are continually looking for better ways to improve the teaching techniques to help the student achieve and maintain the knowledge base they learn in the classroom. With the support of LSCO's administration by allowing new equipment to continually flow within the department, the students always have the opportunity to increase their learning				

outcomes with classroom, laboratory and clinical training allows for students to achieve or advance in their respective employment opportunities.

Our Advisory Board meets once each long semester with support and plans for improvement in different areas of the programs.

FY25 Targets for SLO1, SLO2, and PLO2 have been raised to 85%. PLO1's Target was 100% and it was achieved, so FY25 PLO1 Target will remain at 100%

Massage Therapy

The LSC-O Massage Therapy program will prepare students to become massage therapists who are ready to enter the profession and work safely and competently.	The Massage Therapy program prepares students to be skilled and responsible therapeutic massage providers. Students learn the practice of using touch to manipulate the soft-tissue muscles of the body to assist in pain treatment, decompress tired and overworked muscles, reduce stress, rehabilitate sports injuries, and promote general health and wellness.	Students will be offered additional instruction to ensure that these critical SLO's are mastered and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written examinations. Student Learning Outcomes will be assessed using multiple written exams.	67% of students were able to demonstrate the required knowledge per required quizzes and exams; therefore the goal was not met.	For the upcoming year, the program will be instituting a new Massage Fundamentals textbook that is completely online and available to the students at all times for easy review access. FY25 Target will remain at 70%.
The LSC-O Massage Therapy program will prepare students to become massage therapists who are ready to enter the profession and work safely and competently.	The Massage Therapy program prepares students to be skilled and responsible therapeutic massage providers. Students learn the practice of using touch to manipulate the soft-tissue muscles of the body to assist in pain treatment, decompress tired and overworked muscles, reduce stress, rehabilitate sports injuries, and promote general health and wellness.	Students will be offered additional instruction and laboratory time to ensure that these critical SLO's are mastered and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written examinations. Student Learning Outcomes will be assessed using a combination of graded activities, written exams, and laboratory evaluations.	67% of all students were able to correctly perform the assessments required in this goal per practical exam results; therefore the goal was not met.	For the upcoming year, the program will institute a new joint mobilization curriculum through both the Benjamin Institute and the Freedom from Pain Coalition. FY25 Target will remain at 70%.

Massage Therapy students will achieve the PLO that is set by the program to ensure success during their Licensure Exam.	Students will need to complete a large section of practice exams to know and understand what the licensure exam and time limit will look like. This will help them increase their confidence going into the examination.	Students will register for ABMP testing prep site on first day of second semester. Students will pass 25 exams at 80% or higher before the end of fall semester (on their own timeline, outside of class. ABMP testing prep site evaluation page reports all completed exams and scores for each exam for each student.	All students were able to score 80% or higher on 25 practice exams; therefore the goal was met.	For the upcoming year, the program will start the practice exams earlier in the semester so students will be prepared to take the licensure exam a week after graduation. FY25 Target will be increased to 85%.
Graduating massage therapy students will obtain the necessary licensure to operate in their field.	Passing the licensure exam on the first try will allow the students to apply for and receive license in a timely manner and become working professionals.	Students will form out-of-class study groups with the express purpose of reviewing and studying for licensure exam. Speak with TDLR to streamline student application for licensure exam and professional license. Exam results provided by the State of Texas.	0% of the students received a passing score on the massage licensure exam the first time however 50% received a passing score on the second attempt; therefore the goal was not met.	Goal 3 above is the key to better passing rates. We will begin taking practice exams early on in the semester and continue to take one weekly until graduation. FY25 Target will remain at 70%.

Improvements:

Goal 3 was the only goal met for the massage therapy program. The students passed their practice exams, and we plan to start them earlier in the semester, so students are better prepared.

Goals 1, 2 ,4 ,5 & 6 were not met within the program.

Goals 1, 2 & 4 were merit-based goals. The students weren't able to pass their exams in the course so the upcoming year we are implementing a new fundamentals textbook that is online for easy access. We are also planning on implementing a new joint mobilization curriculum since our students struggled with range of motion this year. We also had an issue with the licensure exam with none of our students passing the first time and only 50% passing the second time. We are planning on having practice exams start sooner so students can have an idea of where they stand in the program and what they need to work on. Along with starting early we also have a plan to have one exam weekly until graduation.

Goals 5&6 are based around improvement for the instructors and students.

Goal 5 is continuing education for our instructors; we are striving for 70 hours of education, so the program is up to date with all regulations and current techniques of massage therapy. While our goal is 70 hours we got 54 hours of CE for our instructors. To improve this number, we will require more online education and longer in-person CE training. Goal 6 was focused around improving the curriculum for the program. We wanted to adapt "The Core" curriculum fully into massage therapy, we have 25% of the program integrated and we will be fully integrated by fall 2025.

Medical Assisting

The purpose of the Medical Assistant Program is to prepare highly competent and successful learners to meet the workforce needs of the community.	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.	Instructional faculty will embed this and related student learning outcomes throughout the curriculum culminating in a capstone experience where this SLO will be measured. Average grade from the ECRD checklist assignment from Fall 2023 & Spring 2024.	Breakout results by all modalities: ECRD 1211 -F2F: 20/20 (100%) -Online: 16/16 (100%) -OCIS 14/14 (100%) All students earned a C or better in FY 2024. The goal was met.	Goal of 70% exceeded, will raise the FY25 target to 85%. The program will continue to reach goal by including specific ECRD skill goals in future plans
The Medical Assistant program will include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.	The Medical Assistant 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.	Labs will require critical thinking during hands-on skills to promote a safe environment and eliminate possibility of contamination. Criteria 1: 55% of students will successfully pass the pre-clinical venipuncture competency skill # 5 and 37 in PLAB 1160.	Breakout results by all modalities: PLAB 1160 -F2F: 23/24 (96%) The assessment measure for PLAB 1160 was met.	The program will Increase competency goal to 100% for FY 2025 which will allow to program to ensure that results are consistent and student success remains on the upward trend.
The Medical Assisting Program will offer certification through NCCT.	Medical Assistants whom complete certification, may find jobs more easily, qualify for growth opportunities, and receive higher pay.	NCCT MA testing plan will be used as a guide for preparing students for certification test. Students will complete registration process for taking exam through NCCT.	Course in process of being built through LSCO Workforce. Goal not met.	The program will continue to work with LSCO Workforce to get the course finalized. Once course offered, goal of a minimum of two students to certify through NCCT

		Verification of certificates awarded.		
The Medical Assisting Program students will demonstrate proficiency in clinical skills necessary for entry-level medical assisting positions as taught in NURA 1160 per WECM	Medical assistants complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities. Their duties vary with the location, specialty, and size of the practice. They take and record patients' personal information and must be able to keep that information confidential, discussing only with other medical personal who are involved in treating the patient.	Instructional faculty will embed this and related student learning outcomes throughout the curriculum culminating in a clinical experience where this PLO will be measured. As outlined in the learning plan, 70% of students will successfully (C or Better) demonstrate proficiency in clinical skills (in NURA 1160) as measured by the following assessment criteria: Criteria 1: 55% of students will successfully pass the handwashing Texas DHHS competency skill # 6 in NURA 1160.	NURA1160 -F2F: 112/113 (99%) -OCIS: 84/84 (100%) The assessment measure for NURA 1160 was met.	This goal was exceeded so the program will continue implementing the current strategies and track student success for changes. This goal will be increased to 85% in FY 25.
Improvements: All goals in FY 24 were met or exceeded, except for goal #3 (PLO1). Once Medication Administration course is offered, students will have opportunity to certify through NCCT (PLO1) with goal for FY 2025 set. Program enrollment numbers and skill competency percentage continue to increase and could result in increased budget funding requests in order to meet program goals. Overall, the program will continue to track students' progress to ensure current strategies in place remain effective.				
FY25 Targets for SLO1 and PLO1 have been raised to 85%, and SLO2 has been raised to 100%.				
Pharmacy Technology				
The Pharmacy Technology Students will achieve the SLO outlined in the Workforce Education Course Manual in PHRA 1349 (Institutional Pharmacy Practice)	Obtaining advanced hands-on skills in a hospital pharmacy setting is crucial because it directly translates into practical expertise. The expected outcome of 90% of students receiving a C or above reflects mastery of skills for real world application	Creating labs/scenario activities to put into simulation. Review previous year students to determine skills achieve and adjust classroom instruction based on results.	Course is Hybrid Lecture Online and Lab is face to face. Fall 23 - Combo Class (Traditional and Dual Credit) - 1 Traditional	Since the goal was met, the program will continue with the current strategies while monitoring for changes in student success. The program director will also continuously research

		This SLO will be assessed through the average grade (90% achieve a grade of "C" or higher) on their Final Capstone Exam	and 4 Dual Credit Students - 100% made a grade of "C" or higher. Spring 24 - Traditional - 2 Students - 100% made a grade of "C" or higher. The goal was met.	changed to industry standards to ensure students receive a quality education. FY25 target will be raised to 95%.
The Pharmacy Technology Students will achieve the SLO outlined in the Workforce Education Course Manual in PHRA 1313 (Community Pharmacy Practice)	Obtaining advanced hands-on skills in a retail pharmacy setting is crucial because it directly translates into practical expertise. The expected outcome of 90% of students receiving a C or above reflects mastery of skills for real world application	Creating labs/scenario activities to put into simulation. Review previous year students to determine skills achieved and adjust classroom instruction based on results. This SLO will be assessed through the average grade (90% achieve a grade of "C" or higher) on their Final Capstone Exam	Course is Hybrid Lecture Online and Lab is face to face. Fall 23 - Traditional class - 2 Students - 100% made a grade of "C" or higher Spring 24 - Combo class (Traditional and Dual Credit) - 8 Students - 4 Traditional Students and 4 Dual Credit Students - 7 students (87.5%) made a grade of "C" or higher Total Avg= 93.8%	The 1 student who did not pass the exam stopped coming to class. To help increase the average is making sure the students understanding no longer coming to class does not automatically drop them. They must communicate that they want to drop the course if not they will receive a "0" for those assignments missed. The program director will also continue with current strategies and monitor student success. FY25 target will be raised to 95%.
The Pharmacy Technology Program will	Achieving a 90% pass rate on a licensure exam is essential	Students will take the practice exam during	Fall 23 - 1 Traditional Student -	The program will add a review session

provide a quality educational program that prepares students to become licensed pharmacy technicians.	because it reflects the program's effectiveness in adequately preparing students.	Level 2 Clinical and all students will meet once a week for study sessions. Schedule PTCE before graduation. Obtaining a report from PTCB with pass/fail rate for our institution.	Failed Spring 24 - 2 Dual Credit Students - 1 Passed, 1 Failed 3 Traditional Students - 3 Failed Pass rate 16.67%	that is mandatory for students to attend that is attached to their clinical PHRA 2361 as well as research more strategies to improve student success. FY25 target will remain at 90%.
The Pharmacy Technology graduates will apply the skills learned in the program to gain employment in the community.	A high placement percentage serves as a critical measure of success. Achieving an overall placement rate of 85% or above will prove that the Pharmacy Technology Program is preparing qualified students for the workforce.	Conduct evaluation and assessments with students throughout the semester. Obtain Job Placement rates from graduates.	The data was unable to be pulled due to results not being available until the following year.	To have real-time job placement data for graduates, departmental outreach to graduates will be conducted 2 months following graduation.

Improvements:

1. We met Goal 1, and Goal 2. Goal 1 and Goal 2 we have allowed more time for each lab to ensure the students are able to overcome challenges to pass with a grade of C or better. Goal 4 pharmacies are contacting us to see if we have any students who have graduated that are looking for jobs since the demand for Pharmacy Technicians is increasing at a rapid rate. Goal 3 was not met. The goal is to Maintain or exceed 90% pass rate for the National Pharmacy Technician Certification Exam. A Certification Review book has been added to the Clinical II (PHRA 2361) course and the students will be required to come to campus one day a week for an hour to review.

FY25 Targets for SLO1 and SLO2 have been raised to 95%.

Registered Nursing Transition Program

Students will successfully demonstrate mastery of student learning outcomes in the Integrated Care of the Patient with Complex Health Care Needs (RNSG 2514) course as required by the Texas WECM.	Application of a systematic problem-solving process, critical thinking skills and concepts to provide comprehensive nursing care to diverse patients and families across the life span with complex health care needs including, but not limited to, complex childhood/adolescent diseases, complicated perinatal care, acute mental illness, complex perioperative care, serious adult health problems and health issues related to aging. Emphasis on tertiary	Students will be offered additional instruction to ensure that these critical SLO's are mastered, and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written & practical examinations. Offer hands-on and clinical experience. Tutoring is available through faculty in the	Fall 2023 RNSG 2514 Hybrid: 21 out of 21 (100%) made a "C" or better on the written final examination.	Goal achieved. More than 75% of the students demonstrated a "C" or better on final exam in RNSG 2514. Started utilizing FA Davis Advantage in Spring 2024. This along with the HESI resources gives the student additional reviews and quizzes to help with the understanding of RNSG 2514
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	disease prevention, health maintenance/restoration and collaboration with members of the interdisciplinary health care team. Content includes the roles of the professional nurse and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework.	program. Handing out Gator Passes to those who need additional help. 75% of Integrated Care of the Patient with Complex Health Care Needs (RNSG 2514) course students will successfully demonstrate ("C" or better) mastery of the following Student Learning Outcomes as assessed by written & practical examinations.		content, increase exam scores,, and retention rates. Gator passes and tutoring was offered to help increase the students understanding of the material presented in the course to help increase exam scores and increase retention rates. FY25 Target will be raised to 85%. The current strategies will continue throughout the next fiscal year.
Students will successfully demonstrate mastery of student learning outcomes in the Integrated Patient Care Management (RNSG 2535) course as required by the Texas WECM.	Application of independent nursing interventions to care for patients and families throughout the life span whose health care needs may be difficult to predict. Emphasis on collaborative clinical reasoning, nursing leadership skills, and patient management. Content includes the significance of professional development, trends in nursing and health care, and applicable knowledge, judgment, skills, and professional values within a legal/ethical framework.	Students will be offered additional instruction to ensure that these critical SLO's are mastered, and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written & practical examinations. Offer hands-on and clinical experience. Tutoring is available through faculty in the program. Handing out Gator Passes to those who need additional help. 75% of Integrated Patient Care Management (RNSG 2535) course students will successfully demonstrate ("C" or better) mastery of the	Spring 2024 RNSG 2535 Hybrid: 11 out of 35 (31.4%) made a "C" or better on the written final examination.	Goal not achieved. Less than 75% got a "C" or better on the RNSG 2535 final examination. Started utilizing FA Davis Advantage in Spring 2024. This along with the HESI resources gives the student additional reviews and quizzes to help with the understanding of RNSG 2535 content, increase exam scores, and retention rates. Gator passes and tutoring were offered to help increase the students'

		following Student Learning Outcomes as assessed by written & practical examinations.		understanding of the material presented in the course to help increase exam scores and increase retention rates. The program will continue seeking additional strategies to help students. FY25 Target will remain at 75%.
LVN to RN nursing students will be able to Provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community.	The program is approved by the Texas Board of Nursing (BON). Upon completion of the degree, the graduate will be able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) administered by the National Council of State Boards of Nursing (NCSBN). After successful completion of this exam, the individual will be a registered nurse and can work in hospitals, day-surgery centers, rehabilitation centers, physicians' offices, home health care agencies, among other areas.	Students will be offered additional instruction to ensure that these critical SLO's are mastered, and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written & practical examinations. Offer hands-on and clinical experience. Tutoring is available through faculty in the program. Handing out Gator Passes to those who need additional help. LVN to RN nursing students' will successfully demonstrate the ability to provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community during their Clinical III (Transition / Clinical IV ADN) (RNSG 2363)	No NCLEX pass rate data for 2024 from the Texas BON. This data will not be available until 02/2025.	Students enrolled in RNSG 2363 must show competency, proficiency, and independence in the ability to provide Evidence-Based nursing care within the legal and ethical framework of nursing practice to patients, families, and the community. We have increased the number of clinical days to provide a more hands-on clinical experience. These skills are identified by the nursing faculty and facility nurses and are essential for RN graduates in the workforce. Once results become available, the program will assess current

		rotations.		strategies and see if more improvements are needed.
80% of LVN to ADN Transition Students will pass the Texas Board of Nursing National Council for Licensure Exam.	To be employed as a registered nurse in Texas, one must pass the NCLEX exam and be a licensed RN.	HESI exams are given throughout the one-year program. Instructor generated exams given throughout the one-year program. 75% course average throughout the one-year program. Additional Material through HESI, F.A. Davis Advantage will be added so students have additional resources to utilize in order to prepare for the NCLEX. Pass rate results will be obtained from the Program Final Grade and NCLEX-RN.	No NCLEX pass rate data for 2024 from the Texas BON. This data will not be available until 02/2025.	The exit exam was removed from the RN program. The program is utilizing the instructors as the content masters. FA Davis Advantage has been utilized in all courses of the RN program since Spring 2024. The use of FA Davis Advantage along with HESI will give the students more exposure to the alternate test questions that are being used on the Next Gen NCLEX-RN. Increasing student exposure to these questions will increase the RN graduates' chance of passing the NCLEX-RN on the first attempt which will increase our pass rates.

Improvements:

1. Goal 1 was achieved with 100% of students having scored a C or better on their final exams. We have implemented FA Davis Advantage along with the HESI resources and have given the students additional quizzes and study materials to review. These resources have been able to increase the retention rate for the program. Goal 2 was not achieved as only 31% of the students received a C or better on the final exam. To raise these scores, we started in the spring of 2024 giving students access to FA Davis resources and HESI resources that will allow them to take more practice quizzes to deepen their understanding. We also have always offered tutoring in the gator success center to increase students' understanding of complex concepts. Goals 3, 4 & 5 have not been evaluated yet because they are based on scores/visits that have not happened

or released yet. Goals 3 & 4 can't be evaluated yet because we are waiting for the NCLEX results. We believe the pass rate should be increased with the resources we have put into the program. We have increased the number of clinical days so that the students have more hands-on experience in the workplace. We have also gotten rid of the exit exam for the course and are now utilizing our instructors as content master's so that if students need more help, then they would be able to go to their professors for help. With the HESI exposure it allows students to familiarize themselves with the style of question that the next gen NCLEX-RN will be asking them. Goal 5 has not been evaluated yet because we are waiting to schedule a visit with the TBON, but we have a monthly program evaluation. We do not expect to have any requirements or recommendations from the committee because we changed the program to 10-week semesters and removed the exit exam.

FY25 Target for SLO1 has been raised to 85%.

Vocational Nursing

Students will achieve the SLO as listed in the Workforce Education Course Manual Guide for VNSG 1423 (Basic Nursing Skills)	This course was just added to the program, so it is being assessed to determine if it is an effective addition. Students will learn basic skills that will be expanded upon as they go through the program.	Skills demonstrations and hands on assignments are given so students can accurately demonstrate the skill. Skills are built upon in clinical settings. 70% of enrolled students in Basic Nursing Skills (VNSG 1423) will achieve a grade of "B" or higher as assessed on Medication Administration skills quiz.	Fall 2024 VNSG 1423 Section 1: 21 out of 23 (91.3%) had a grade of "B" or higher on the Medication Administration skills quiz. Fall 2024 VNSG 1423 Section 2: 20 out of 23 (86.9%) had a grade of "B" or higher on the Medication Administration skills quiz. Total Avg = 89.1%	The goal was achieved. Greater than 70% of the class scored greater than a "B" on Med Admin skills quiz. 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 VN students are proficient in previously learned skills that were taught in the CNA course. Students have performed skills confidently at the clinical facilities under the supervision of faculty as reported and evidenced by improved skills check offs and noted on student evaluations. These skills are reassessed each semester of the program to ensure competency.
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				FY25 Target will be raised to 85%.
Students will successfully demonstrate mastery of student learning outcomes in the Clinical IV Practical Nurse (VNSG 2463) course as required by the Texas WECM.	A health-related work-based learning experience that enables the student to apply specialized occupational theory, concepts, and skills on clients, such as, but not limited to, medical surgical, obstetrics/gyn, post-partum, pediatrics, etc. Community sites as well as hospital facilities will be utilized. Direct supervision is provided by the clinical professional.	Students will be offered additional instruction to ensure that these critical SLO's are mastered and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written & practical examinations. Offer hands-on and clinical experience. 75% of Clinical IV Practical Nurse (VNSG 2463) course students will successfully demonstrate ("C" or better) mastery of the following Student Learning Outcomes as assessed by written & practical examinations: 1) As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; 2) Students will demonstrate legal and ethical	Summer 2024 VNSG 2463: No data due to course still in progress. Fall 2023 VNSG 2463: Section 01 Face to Face- 15 out of 16 (94%) successfully demonstrated a "C" or better. Section 60 Hybrid- 15 out of 16 (94%) successfully demonstrated a "C" or better. Total Avg = 94%	The goal was achieved. More than 75% of students successfully demonstrated a "C" or better. Students enrolled in VNSG 2463 (level 3 clinical) must show competency, proficiency, and independence when performing skills for nursing faculty and facility nurses. These skills are essential for VN graduates in the workforce. These skills are reassessed each semester of the program to ensure competency. FY25 Target will be raised to 85%.

		behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.		
Graduating students will pass the Texas Board of Nursing National Council for Licensure Exam (NCLEX). The VN Program will provide additional materials for students to utilize in order to maximize student success.	To be employed as a licensed vocational nurse in Texas, one must pass the NCLEX exam and be an LVN. The percentage was upped 5% from the last fiscal year. Providing students with more materials will allow them to study similar topics from different views which can help them study for their NCLEX-VN and increase student success rates.	Additional Material through ATI, F.A. Davis Advantage will be added so students have additional resources to utilize in order to prepare for the NCLEX. Researching various materials and curriculum through ATI and F.A. Davis. Collaborate with administrators. Include it in the gator book pack. The ATI comprehensive predictor exam results Program Final results (will be administered to assess knowledge before sitting for the NCLEX Exam). List of material that was added during the FY 24 fiscal year ATI exams results given throughout the one-year program. Instructor generated exam results given throughout the one-year program. 75% course average throughout the one-year program	No NCLEX pass rate data for 2024 from the Texas BON. This data will not be available until 02/2025. Insert program completion Data from OIRE	The exit exam was removed from the VN program. The program is utilizing the instructors as the content masters. FA Davis Advantage has been utilized in all courses of the VN program since Spring 2024. The use of FA Davis Advantage along with ATI will give the students more exposure to the alternate test questions that are being used on the Next Gen NCLEX-PN. Increasing student exposure to these questions will increase the VN graduates' chance of passing the NCLEX-PN on the first attempt which will increase our pass rates.

The Vocational Nursing Program will provide a quality instructional program.	Students with higher math and science scores tend to do better in the nursing courses according to a representative in The Texas Board of Nursing will also increase retention in the program.	Science was added to the entrance exam. Encourage students to utilize study materials online, and through the library. The Vocational Nursing entrance Test Exam to the ATI achieved the targeted test score of 58.7	Currently do not have data. The first application group to fall under these requirements are for students enrolling in Fall 2024. In the current application pool 17 out of the 56 applicants did not meet the new TEAS requirement.	The increase in recommended ATI TEAS scores with the addition of the Science TEAS was instituted to help with retention rates in the program. Students who are proficient in math and science tend to do better in the nursing programs according to the representative at the Texas BON.
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Improvements:

Goals 1 & 2 were merit-based goals that were both met by the students in the VN program. Both stats far exceeded expectations in both fields that were based in quiz scores. With percentages being 91 & 86 on medication administration quizzes for fall 24' sections 1 & 2 respectively, while expected was only 70%. Same goes for goal 2 the required was 75% of students to receive a C or better in their level 3 clinical course and 93% of students received a C or better in the courses. Goals 3 & 4 are unknown for the moment as they both have yet to be evaluated based on information not being available yet. Goal 3 cannot yet be determined because we are waiting on the NCLEX pass rate which we won't see until 02/2025. We do believe that a majority of our VN students were able to pass the NCLEX-PN based off changes in the program. We have removed the exit exam and made their professors the masters of the content so that students will have more readily available access if they need any questions answered. We also have given the students access to the ATI materials so that they are exposed to the style of questioning that is on the next gen NCLEX-PN. Goal 4 has not been assessed because we have just recently changed our requirements for the VN program regarding entrance exams, the TEAS in particular. We have considered the recommendations from the BON and have raised the passing rate to 58.7% and have made the science portion a requirement. This was done after a representative from the TBON stated that students who are proficient in math and science do better in the program. We have not been able to evaluate this because the first cohort to start under these new requirements have not started the program yet, they will start fall 24.

FY25 Target for SLO1, SLO2, and PLO1 have been raised to 85%.

**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:	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.	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	Program begins Fall 2024	Program begins Fall 2024
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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 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.	• Member of the Profession • Provider of Patient-Centered Care • Patient Safety Advocate • Member of the Health Care Team	ability of students to achieve expected outcomes. Monitor pass rates of the National Council for Licensure Examination (NCLEX)		
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4. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.				
Students in the RN Program will demonstrate the ability to practice within an ethical legal framework In the Role of Member of the Profession the student will: 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. 2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families. 3. Participate in activities that promote the development and practice of professional nursing. 4. Demonstrate responsibility for continued competence in nursing practice,	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	Faculty will stay abreast of legal aspects associated with the nursing program to ensure the transfer of information to our students. All faculty will engage in professional development activities to maintain their skills and knowledge to apply to their classroom instruction. Monitor pass rates of the National Council for Licensure Examination (NCLEX)	Program begins Fall 2024	Program begins Fall 2024

and develops insight through reflection, self-analysis and self-care, and life-long learning.				
Patient Safety Advocate - promotes 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 The Registered Nursing (RN) Program faculty developed the following program goals based on faculty beliefs and a commitment to the mission of the college: • Prepare the graduate to attain RN licensure; • Provide a foundation for career and educational mobility; • Foster the development of	The program's educational 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. • Member of the Profession • Provider of Patient-Centered Care	LSCO faculty and staff will meet with leaders 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. Monitor pass rates of the National Council for Licensure Examination (NCLEX)	Program begins Fall 2024	Program begins Fall 2024

critical reasoning and problem-solving skills for program participants.				
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Improvements:**1. Program begins Fall 2024****Technical & Workforce****Management and Service Industry****Construction Management (New Program as of FY24)**

Students will successfully demonstrate mastery of student learning outcomes in the Residential & Light Commercial Construction Drawings (CNBT 1300) course as required by the Texas WECM.	The goal is a 5% increase for the previous year, and that blueprint reading is an essential knowledge in the construction industry. Passing this course will allow students to have that base knowledge that will allow them to be successful in future courses along with the workplace.	Research of additional study resources. Virtual office hours to go over difficult concepts. Sample blueprints made available to the students. 75% of students enrolled in CNBT 1300 will successfully (grade of "C" or higher) on their Final Exam and complete the following Student Learning Outcomes: 1) Identify construction drawing symbols and abbreviations; 2) interpret a set of construction drawings; 3) correlate elevations, sections, details, plan views, schedules, general notes, and use of architectural and engineering scales	Students enrolled in CNBT 1300 did score 75% on their Final Exam. The average was a 79.6% so the goal was met.	The program will work on making sure students average continues to improve on the final exam by incorporating the new resources we are using for the program such as construction software, surveys, and instructor information.
Students will successfully demonstrate mastery of student learning outcomes in the	Fundamentals of estimating materials, equipment, and labor costs in construction are considered essential knowledge in the construction industry.	Research of additional study resources. Virtual office hours to go over difficult concepts. Sample Estimating Projects will be made	Students enrolled in CNBT 1300 did score 70% on their Final Exam.	The program will work on making sure students average continues to improve on the

Construction Estimating I (CNBT 1346) course as required by the Texas WECM.	Passing this course will allow students to have that base knowledge that will allow them to be successful in future courses along with the workplace.	available to the students. 70% of students enrolled in CNBT 1346 will successfully (grade of "C" or higher) complete the following Student Learning Outcomes: 1) Explain estimating procedures; 2) Estimate materials from construction documents; 3) Calculate labor units and costs as measured on the Final Project	The average was a 76.7% therefore the goal was met.	final exam by incorporating the new resources we are using for the program such as construction software and applying the prerequisite for this course.
The Construction Management Program students will attempt and pass available NCCER Certifications	NCCER Certifications are highly valued by companies in the construction industry and increase employment opportunities for Construction Management Program students and graduates.	Implement certification options as part of the current Construction coursework. Review number of students who attempted and passed the available certification exams in each course	Was not able to incorporate goal and outcome this for this year therefore the goal was not met.	Since it is a new program, the program has been researching various resources to aid students. We were able to implement a construction software for our course and will require students to get the student certification for it.
The Construction Management Program will create a Capstone for students at the end of their program.	A capstone will allow the program to assess students knowledge and where they stand before graduation. It can also help see where the program is successful or needs to improve in the future.	Talking to superiors to discuss how to implement a capstone. Network with colleagues on how they implemented their capstone. Research curriculum for the capstone. Success is determined on whether or not the capstone was	Was not able to incorporate this goal and outcome for this year, therefore the goal was not met.	Since this is a new program, we are trying to decide what to include as a capstone. We are considering either making a certification a requirement or them completing an internship as

		added.		a requirement since we have implemented an internship.
Improvements: Goal 1 and Goal 2 were grade based goals that were set by evaluating students final exam or final project. Both of these goals were met so in the future the program will introduce new resources and assess other merit based SLO's to ensure student success in all areas. Goal 3 was unable to be incorporated, therefore the goal was not met. This is a new program and software that was implemented that will enhance students success on all of the previous goals as well. the program director will continue to work towards incorporating this into the program. Goal 4 was also unable to be incorporated. A capstone was not created however an internship was implemented into the program. Details about what to include in a prospective capstone and what curriculum to use is still in the works. Goal 5 was exceeded and enrollment increased by 178%. The goal was set at 3%. It is important to note that an increase of over 178% cannot be set in the future because it is not a sustainable goal, however, enrollment trends will continue to be tracked to ensure the program is growing. Overall, all the results that were able to be measure were met or exceeded and progress has occurred on the goals that were not able to be incorporated. Since this is a new program, FY25 Targets will remain the same until more data can be collected to determine the appropriate targets in the future.				
Cosmetology				
Students will have proficient knowledge, comprehension, and application skills to exhibiting sanitation, client protection, infection control, & blood spill and clean- up procedures.	This knowledge is essential for students in their field. The state board exams assess students' infection control, so it is vital that they understand this information in order to gain their certification.	Rubric is provided so there are clear expectations for students. Hands-on practice is provided repeatedly so students know how to accurately perform the required tasks. 100% of enrolled students will make a 75% or higher on the first attempt on their benchmark grade.	BRIDGE CITY: 80% MONT-GOMERY: 77% NACOG-DOCHES: 75% VIDOR: 74% WEST ORANGE-COVE: 72% LITTLE CYPRESS MAURICE-VILLE: 73%	Did you meet the criteria district-wide? Are the results notably different when comparing to specific campuses? 50% of the campuses meet outcome criteria but 100% of campuses meet the state minimum pass rate. What change do you plan to implement based on the results? Raise the assessment measurement from 75% to 80% in FY25. Create a series of tests to prep students to elevate their

				knowledge retention and improve practical implementation.
Students will have proficient knowledge, comprehension, and application skills to exhibit proficient skills in all areas of hair dressing.	This information is fundamental knowledge that will be built on later in the program. The state board exams assess students on this information, so it is vital that they understand this information in order to gain their certification.	Rubrics are provided so students have a clear expectation of what is required of them. Hands-on practice is provided so students can accurately perform the expected tasks. 100% of enrolled students will earn a grade of 80% or higher on their first attempt on their benchmark tests.	BRIDGE CITY: 71% MONT-GOMERY: 71% NACOG-DOCHES: 72% VIDOR: 72% WEST ORANGE-COVE: 70% LITTLE CYPRESS MAURICE-VILLE: 73%	Did you meet the criteria district-wide? & Are the results notably different when comparing to specific campuses? 0% of the campuses met the outcome criteria but 100% of campuses meet the state minimum pass rate. What change do you plan to implement based on the results? Each course has rubrics and criteria set for each task. Students must repeat the task until they have met or exceeded a proficient level of 80% for each task.
Students will have proficient knowledge, comprehension, and application skills to demonstrate basic facial and waxing techniques.	This knowledge is essential for the safety of their future clients because of the delicate nature of the skin. Mistakes can be hazardous and cause permanent injury to future clients.	Rubrics are provided so students can have clear expectations. Hands on practice is provided so students can accurately perform the expected tasks. 100% of enrolled students will achieve an 80% or higher on their benchmark test.	BRIDGE CITY: 68% MONT-GOMERY: 68% NACOG-DOCHES: 63% VIDOR: 65% WEST ORANGE-COVE: 55% LITTLE CYPRESS	Did you meet the criteria district-wide? & Are the results notably different when comparing to specific campuses? 0% of the campuses met outcome criteria and 0% of campuses met the state

			MAURICE-VILLE: 61%	minimum pass rate. What change do you plan to implement based on the results? Lower the assessment measurement to 70% and begin raising it by 5% once 75% of schools meet or exceed the set outcome parameters Each course has rubrics and criteria set for each task. Students must repeat the task until they have met or exceeded a proficient level of 70% for each task.
Students will have proficient knowledge, comprehension, and application skills to demonstrate basic nail care and artificial nail enhancement techniques.	The material taught is basic knowledge that will be included in their license so they can offer nail services which allows for more employment opportunities.	Rubrics are provided so students can have clear expectations. Hands on practice is provided so students can accurately perform the expected tasks.	BRIDGE CITY: 72% MONT-GOMERY: 72% NACOG-DOCHES: 78% VIDOR: 77% WEST ORANGE-COVE: 71% LITTLE CYPRESS MAURICE-VILLE: 70%	Did you meet the criteria district-wide? & Are the results notably different when comparing to specific campuses? 0% of the campuses met outcome criteria but 100% of campuses meet the state minimum pass rate. What change do you plan to implement based on the results? Each course has rubrics and

				criteria set for each task. Students must repeat the task until they have met or exceeded a proficient level of 80% for each task.
Graduated students will demonstrate a passing rate of 70% on the TDLR state board written exam, on the first attempt, for first test toward the cosmetology operator licensure.	The licensing exam is vital because it allows them the opportunity to become licensed and contribute to the workforce and community in their field. The written in the most challenging portion of the exam and currently has 54% pass rate at the state level.	An entire course is given in order to prepare students for this exam. The material taught for the benchmarks is taught throughout the program and provides students with the knowledge they need to pass the exam. Mock tests are also given so students have an opportunity to prepare for the actual exam. 70% is the passing rate of the licensing exam provided by the state and is broken down into areas of the curriculum	BRIDGE CITY: 76% MONT-GOMERY: 85% NACOG-DOCHES: 63% VIDOR:65% WEST ORANGE-COVE:43% LITTLE CYPRESS MAURICE-VILLE: 47%	Did you meet the criteria district-wide? & Are the results notably different when comparing to specific campuses? 16% (1 out of 6) of the campuses meet the outcome criteria and 33%% of campuses meet the state minimum pass rate. What change do you plan to implement based on the results? Have each student, at each campus complete the online test prep course to prepare the students to pass the state board written exam the first time.

Improvements:

The outcome assessments are slightly below or well below targeted expectations. Research of the curriculum delivered at the campuses must be analyzed and assessed for deficiencies. Then provide more supporting online curriculum resources to all campuses to implement. Professional development trainings need to occur to ensure clarity of the implementation of this plan. On-going support needs to be present for the campuses and faculty to attain the required minimum outcomes. Ensure schools have all the additional resources needed to deliver the curriculum. Reassess next year to track improvements. FY25 Target for SLO1 has been raised to 80%.

Real Estate				
Students will successfully demonstrate mastery of student learning outcomes in Principles of Real Estate I (RELE 1301) as required by the Texas Workforce Education Course Manual (WECM).	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.	Providing PowerPoints and examples of important and difficult concepts. Offering virtual office hours. Ex. = Prepare a specific student exercise dealing with different ownership scenarios so that the student can distinguish between a tenancy in common, a joint tenancy, community property and tenancy by the entirety. 75% of students will successfully ("C" or higher) demonstrate the ability to: a) Define the principles of real estate and how they apply to the real estate industry; b) Discuss Texas Real Estate License Act (TRELA); distinguish differences between personal and real property; as measured by the Final Exam related to these SLOs.	95% of students successfully demonstrated the ability to: a) define the principles of real estate and how they apply to the real estate industry; b) discuss Texas Real Estate License Act (TRELA); distinguishing differences between personal and real property; The goal was met.	The Real Estate Program exceeded the goal for this SLO so current strategies will remain in place like giving student real world scenarios along with reviewing difficult concepts. Student progress will continue to be monitored to ensure student success does not drop. Target for FY25 will be raised to 85%.
Students will successfully demonstrate mastery of student learning outcomes in Contract Forms & Addenda (RELE 1300) as required by the Texas Workforce Education Course Manual (WECM).	RELE 1300 provides a strong core foundation to all students seeking a career path in this field. As the regular establishing of contracts and addendas will be a primary focus for professional entering real estate management.	Faculty will provide classroom and industry based experience for the instruction of RELE 1300. 75% of students will successfully ("C" or higher) demonstrate the ability to: a) Describe the Broker-Lawyer	90% of students successfully demonstrated the ability to: a) Describe the Broker-Lawyer Committee, including composition and purpose; b) assess if	The goal was exceeded so the Real Estate Program will continue with its current strategies and assess additional SLOs to ensure student success in every area. The additional SLO's will be

		Committee, including composition and purpose; b) Assess if the use of a form is within the Texas Real Estate Commission rules for use of forms; as measured by the Final Exam related to these SLOs.	the use of a form is within the Texas Real Estate Commission rules for use of forms; The Goal was met.	assessed next fiscal year. Target for FY25 will be raised to 85%.
70% of enrolled students in the Real Estate Program seeking an Associates Degree will graduate as scheduled.	The program will experience it's first full cycle in enrollment through completion in FY 2024. Tracking graduation data will help the program track graduation trends and if students are successfully completing the program.	Real Estate Faculty will work with advising staff on campus to aid students in registering and completing the required courses for associate degree attainment. 70% of enrolled students will graduate with satisfactory academic progress as shown by the Graduation Data provided by the Office of Institutional Research and Effectiveness.	In FY 24, the Real Estate program had a completion ratio of 44.44%. Completion ratio = FY 24 graduates (16) / FY 24 Enrollment (36). This goal was not met.	After gathering data for this report, we realized we need to refine our goals for tracking program completion as well as how we track the specific data we are actually looking for. We have realized that there are students who only sign up for the real estate certification program while others take these courses in addition to their majors. We also realized we do not have accurate documentation showing why a student chose not to complete the real estate program. We will be working with advising and the Office of Institutional Research and Effectiveness to put into place better ways to track enrollment

				and completion data while also trying to specifically note why a student chose not to complete the program so we can try to address these program enrollment changes.
The program will establish a student organization for Real Estate Majors	A real estate focused student organization chapter will aid students in preparing for their post-graduation state licensing exams.	-Successful completion of chapter application to the National Association of Realtors (NAR) for students enrolled at Lamar State College Orange. -Creating a blackboard group -Exploring fundraising opportunities to cover membership dues to NAR Whether or not the organization was successfully established within this fiscal year.	Students are not able to join the National Association of Realtors (NAR) until they have applied for and received their real estate license so it will not be possible to create a student chapter.	It was the suggestion of NAR to contact local board of realtor organizations to see if there is any interest in developing a local student-type organization. This idea will also be presented to the program's advisory committee in the Fall for discussion and ideas. We are currently looking into options for offer a test prep course for our graduates to help prepare them for the state and national licensing exams. There may be potential here to create a student support group for this purpose.
Improvements:				

While some of the goals were successfully met, there is still room for improvement. This program started in the second summer session of 2022. Since then, we have only had one really good semester of 10+ students enrolled in the program; the other semesters, our enrollment has been well under 10 students. There was not an assigned program director until this past November/December. With the assignment and the addition of an Associate Dean to this program area, there has been greater opportunity to dive into what is and is not working, there has been improved communication between the adjunct professors in the program and the department leaders, an industry-based advisory committee has been started and is growing, and the identification and allocation of local funds/budgets for this program area being implemented are just a few of the positive things that have come out of this plan. While there is still work that needs to be done, many necessary and important areas have been brought to light with a lot of positive opportunities being identified. Most importantly, we have graduated students who are prepared to enter the Real Estate industry.

FY24 IEUP Program Level Student Learning Outcomes will be replaced in the FY25 IEUP with:
 PLO#1: Students will demonstrate the ability to interpret and explain legal documents related to property transactions and ownership as taught in the "Laws of Contracts" (RELE 1311) course required by WECM.

PLO#2: Students will demonstrate proficiency in financial analysis and mortgage lending principles as they apply to real estate as taught in the "Real Estate Finance" (RELE 1319) course required by WECM.

FY25 Targets for SLO1 and SLO2 have been raised to 85%.

**Building Construction Technology Program begins Fall 2024,
 SACSCOC Substantive Change Submitted December 26, 2023 -
 Pending Approval**

Students will learn basic safety practices and procedures required in the construction industry. 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.	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.	All faculty will ensure quality instruction for the ability of students to achieve expected outcomes. 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.	Program begins Fall 2024	Program begins Fall 2024
Construction Technology students will demonstrate the ability to identify various construction	The Construction Technology program prepares the student for a technical service career in construction using the appropriate building codes and	All faculty will ensure quality instruction for the ability of students to achieve expected outcomes.	Program begins Fall 2024	Program begins Fall 2024

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.	standards. The student will be able to apply appropriate building codes and standards applicable to building construction and inspection processes.	At least 70% of students successfully demonstrate understanding of the appropriate building codes and standards as assessed by the Lab Assignment in CNBT 1342.		
Graduates are able to be employed in the construction trades. Students have the required knowledge and skills to earn a certificate of completion (Basic or Intermediate) or Associates of Applied Science degree.	The Construction Technology program prepares the student for a technical service career in job site construction safety in residential, commercial, and industrial construction.	LSCO 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.	Program begins Fall 2024	Program begins Fall 2024

Improvements:**1. Program begins Fall 2024****Criminal Justice and Court Reporting****Court Reporting**

Students will achieve the student learning outcomes in CRTR 1406 (Machine Shorthand II) as required by the Texas WECM.	This course teaches students the foundations of shorthand and allows them to begin building speed while typing (aiming for a minimum of 40 wpm). All court reporters are required to type quickly (225 wpm) in shorthand so this course prepares them to succeed in the workforce.	Provide students with lesson tests that allows them to practice their type skills/speed. Introduce various words by type (ending in y, compound words, high frequency words, etc.) week per week to build students confidence and break down sentences which allows students to learn shorthand in small manageable increments. 85% of students will pass the final exam as	100% of students passed with a grade of 75% or higher; therefore the goal was met. Class was all online. Only taught in the Spring semester.	During the course, extensive assignments were given to ensure that students have the knowledge needed. The program will continue the current strategy and track progress to ensure it is still an effective strategy. Will raise the Target in FY25 to 90%
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		measured in Machine Shorthand II		
Court Reporting students will be able to perform the role of the court reporter in court proceedings and/or depositions in the Court Reporting Procedures (2312) course as required by the Texas WECM.	Students must be able to perform the role of the court reporter in court proceedings and/or depositions.	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. 75% of students will pass the Final Exam as measured in 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.	100% of students passed with a grade of 75% or higher; therefore the goal was met. Class was all online. Only taught in the Fall semester.	During the course, extensive assignments were given to ensure that students have the knowledge needed. The program will continue the current strategy and track progress to ensure it is still an effective strategy. Will raise the Target in FY25 to 80%
The Court Reporting program will seek accreditation from the National Court Reporters Association.	Having accreditation will strengthen the program and increase the quality and enrollment.	Meet the standards for the National Court Reporters Association Council on Approved Student Education General Requirements and Minimum Standards for Approved Court Reporting Programs. Collaborate with LSCO administration to make the necessary changes to meet each standard.	We have not applied for accreditation at this time, but plan to meet with NCRA during the convention this year to discuss ways in order to have LSCO accredited; therefore the goal	Right now, Court Reporting does not meet the guidelines NCRA has in place; but the program director is working with the association to see if it is possible to adjust the guidelines that would line up with the

		The Court Reporting Program at LSCO will receive documentation showing that the program is accredited by NCRA.	was not met.	program here at LSCO.
The Court Reporting Program will provide a quality instructional program by adding extra dictation classes and testing to the program.	Students would gain essential practice needed to practice their speed tests in order to reach exit speeds and to pass the state licensing exam.	The Court Reporting Program will provide the resources, time, and space needed to add these extra dictation and testing opportunities. The program will collaborate with administrators to gain the necessary space for the extra dictation and testing opportunities. The attendance report from the extra dictation class.	I have requested additional space and am awaiting results from that request. 37% of enrolled students attended the extra dictation opportunity; therefore the goal was not met.	The program director is working on getting dedicated space and trying to ensure a time that it can be accessible to everyone.

Improvements:

Goals 1 & 2 were both met and exceeded. The students demonstrated this through mastery of the final exams. The mastery exhibited with these exams showed the students were competent in real-time machine shorthand, as well as showing they can perform their role as a court reporter.

Goals 3,4 &5 were not met. These goals are more based in advancement and not focused exclusively in the students' performance. Goal 3 was not met because we are pending accreditation from the NCRA and that will give the court reporting certificate a stronger backing and increase the quality and enrollment in the program. Goal 4 was not met, but we are working on getting a dedicated space so the students can gain the needed practice to advance their speed in shorthand typing to be able to pass the state licensing exam. Goal 5 has not been met, but we are in communication with the administration about having a grant for writers.

FY25 Targets for SLO1 and SLO2 have been raised to 90% and 80% respectively.

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

Industrial Technology

Automotive Technology

Provide a quality educational program in the automotive service industry. Automotive Technology students will demonstrate the methods and techniques used	The Automotive Technology program prepares the student for a technical service career in the automotive service industry.	All faculty will ensure quality instruction for the ability of students to achieve expected outcomes At least 70 % of students will successfully demonstrate and will be able to analyze engine malfunctions and determine	Program begins Fall 2024	Program begins Fall 2024
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to diagnose and repair engines. Automotive Technology students will be able to adjust an engine (tune-up) according to engine manual.		corrective repairs with a grade of 70 or better as earned in the Lab Assessment in AUMT 1419 (Automotive Engine Repair). At least 70 % of students will successfully demonstrate will be able to perform engine tune-up adjustments according to the engine service manual with a grade of 70 or better as earned in the Lab Assessment in AUMT 1419 (Automotive Engine Repair).		
Provide a quality educational program in the automotive service industry that prepares Automotive Technology students to be successful. Automotive Technology students will demonstrate the ability to operate, diagnose, troubleshoot, and repair the major automotive system components: 1) Automotive electrical systems (AUMT 1407) 2) Automotive Brake Systems (AUMT 1410) 3) Automotive Climate Control Systems (AUMT 1445) 4) Automotive Compression Ignition Engines	The Automotive Technology program prepares the student for a technical service career in the automotive service industry. The students will study the major automotive system components.	All faculty will ensure quality instruction for the ability of students to achieve expected outcomes. At least 70% of students with successfully demonstrate Automotive component Troubleshooting Skills as assessed by the end-of-course Lab Assignments in: 1) Automotive electrical systems (AUMT 1407) 2) Automotive Brake Systems (AUMT 1410) 3) Automotive Climate Control Systems (AUMT 1445) 4) Automotive Compression Ignition Engines & Fuel Systems (AUMT 2402) 5) Automotive Drive Train and Axles (AUMT 2413)	Program begins Fall 2024	Program begins Fall 2024

& Fuel Systems (AUMT 2402) 5) Automotive Drive Train and Axles (AUMT 2413)				
Graduates are able to be employed in the Automotive Services industry. Students have the required knowledge and skills to earn an Associates of Applied Science degree.	The Automotive Technology program prepares the student for a technical service career in the automotive service industry.	LSCO faculty and staff will meet with leaders from local industry and our local advisory committee to form partnerships to enable our students to provide opportunities for future employment. At least 70% 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. At least 85% of program graduates will be employed (placement) over a 3 year period as reported on the THECB Institutional Effectiveness Report. 70% of students will successfully complete at least one of the Automotive Service Association (ASE) industry-based certifications upon completion of the degree.	Program begins Fall 2024	Program begins Fall 2024

Faculty have the necessary credentials and professional experience to teach, recruit, and promote the Automotive Technology program. Automotive Technology program faculty will have and maintain their faculty credentials per the LSCO 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 Automotive Technology 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.	Program begins Fall 2024	Program begins Fall 2024
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Improvements: Program begins Fall 2024

Instrumentation

Students will successfully demonstrate mastery of student learning outcomes in the Programmable Logic Controllers (RBTC 1401) course as required by the Texas Workforce Education Course Manual (WECM)	The instrumentation program prepares students for careers in entry-level maintenance, instrument and electrical positions within chemical plants, refineries, pipeline transmission companies, and industrial manufacturing. Students will understand the basics in theory, physics, fundamentals, and safety in the field of instrumentation (including the measurement of flow, level, and maintenance), and electricity (including AC and DC circuits).	Monitor student grades as semester progresses and provide opportunity for additional practice on difficult concepts. 70% of students enrolled in RBTC 1401 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Final Exam: 1) Write a working PLC program using ladder logic; install and troubleshoot the program; 2) Integrate PLCs into electro-mechanical systems	RBTC 1401 = 92% grade C or better on their final exam. Therefore, the goal was met.	The grades will be assessed to determine areas for emphasis and current strategies will continue. The program director will monitor success for changes. Target for FY25 will be raised to 85%
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Students will demonstrate mastery of student learning outcomes in the Solid-State Circuits (GETT 1441) Capstone course as required by the Texas Workforce Education Course Manual (WECM)	The Instrumentation program prepares students for careers in entry-level maintenance, instrument and electrical positions within chemical plants, refineries, pipeline transmission companies, and industrial manufacturing. Students will understand the basics in theory, physics, fundamentals, and safety in the field of instrumentation (including the measurement of flow, level, and maintenance), and electricity (including AC and DC circuits).	Monitor student grades as semester progresses and provide opportunity for additional practice on difficult concepts. 70% of students enrolled in GETT 1441 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Final Exam: 1) Construct, analyze, test, and troubleshoot circuits containing various semiconductor devices.	Final grades for students enrolled in CETT 1441: 100% of students completed the course with grade C or better. One activity involves the construction and troubleshooting of a circuit board. 100% of students completed the activity with grade C or above. This goal was met.	The grades will be assessed to determine areas for emphasis. Lab activities will be written as lesson plans and documented. Target for FY25 will be raised to 85%
Experiential Learning Procedures Development	Millions of dollars' worth of new training equipment will be of little value if we do not develop high quality procedures for hands-on activities.	The Instrumentation Division will develop one lesson plan per course each semester. (100%) Percentage of instructors who developed a lesson plan according to the provided template and uploaded it into the Experiential Learning Teams Folder.	Lesson plans developed and used in courses during semester; therefore, this goal was met.	Additional lesson plans are being developed. A shared file will be used for lesson plan organization and storage.
Facilities and Equipment upkeep	We have a responsibility to keep our workplace in excellent condition so that students are proud, and our partners are impressed. We are teaching students to work. Maintaining the workplace is an excellent opportunity for students to practice work.	The Tech Division will decide minimum standards. The Instrumentation Division will meet these standards 1. Standards Document 2. Documentation of periodic inspection	Standards are being developed for maintenance of equipment, including the new HOT 3 Unit. Basic house-keeping includes collecting trash and returning equipment to their	Standards will be communicated and developed into a checklist and schedule for maintenance. A central documentation file will be created.

places. This goal was not met.

Improvements:

The Instrumentation Program achieved both of its merit-based goals in FY 24. The first two goals were based off of a final exam and both goals were exceeded and were met by 92-100% of students. The results provided were from mixed modalities since dual credit and traditional students were both in the same sections. Goal 3 was a lesson plan/ curriculum-based goal that was set so that new equipment could be integrated into existing curriculum. This goal was met and the lesson plans were used during the 2024 fiscal year. Next, was a facilities upkeep goal and this was not met due to a set standard not being develop and implemented. Plans will be developed next fiscal year with the help of the new Dean of Industry and Manufacturing Programs. The last goal was not able to be measured due to a final program exam not being identified. The Program Director plans to work with the new certifications coordinator to find a solution that would be beneficial to the students and this goal will be reassessed in the future. Overall, the Instrumentation Program is doing well grade wise and plans to collaborate with others to seek improvements/ meet the goals that were not met in the coming fiscal year.

Added two new PLOs in FY25 to replace the Experiential Learning and Facilities Goals, which have been moved to goals 6 & 7 in FY25:

PLO1: Students will demonstrate mastery of the ability to analyze process control loops and implement appropriate control strategies as taught in "Programmable Logic Controllers" (RBTC 1401) as required by WECM

PLO2: Students will demonstrate the ability to apply safety practices and procedures in instrumentation and control environments as taught in "CO-OP Instrumentation" (INTC 2480) Capstone as required by WECM

FY25 Targets for SLO1 and SLO2 have been raised to 85%; PLO1 and PLO2 FY25 Targets will remain at 100%

Plumbing Technology

Students will demonstrate mastery of the student learning outcomes in the Plumbing Maintenance and Repair course listed in the Texas Workforce Education Course Manual.	This course teaches students the basics needed to be successful in the workforce and introduces vital skills that will be built upon in future courses.	Reviewing difficult concepts with students. Allow students to perform hands on learning where applicable. Mentor students who have grades that aren't up to program standards. 80% of Students will earn a "B" or higher on their final project in PFPB 1321.	Program begins Fall 2024	Program begins Fall 2024
Students will identify and learn the repair process and various types of DWV and water supply systems; and apply general principles of public relations.				
Students will demonstrate mastery of the student learning outcomes in the Basic Blueprint	Blueprint interpretation is an essential skill that allows plumbers to accurately perform the work required and install plumbing systems in new construction projects	Provide blueprint examples and practice assignments that allows	Program begins Fall 2024	Program begins Fall 2024

Reading for Plumbers course. Students will accurately interpret and sketch isometric drawings of drain, waste, vent, hot and cold water, and gas systems.	or interpret old blueprint drawings of existing plumbing systems.	students to get hands on experience. Require students to identify various elements of a blueprint and label them accordingly. 80% of students will pass the final exam in PFPB 1306 with a grade of "B" or higher.		
The Plumbing Department will acquire the necessary equipment to provide an accurate and hands-on experience for students. Having up-to-date equipment allows the program to practice vital skills needed to be successful in the plumbing industry and allows students to ask any questions or clear up any confusion about processes that are frequently performed in the field.	Collaborate with administration to obtain space for new equipment. Allocating budget monies for equipment purchase and maintenance and apply for grants. Collaborate with local businesses to ensure equipment is up to date and is up to industry standards. List of equipment that was purchased.		Program begins Fall 2024	Program begins Fall 2024
The Plumbing Program will implement safety standards when using equipment in the lab/classroom that are in line with industry standards.	Safety is a huge factor in the workplace due to the nature of the work and can prevent the students and those around them from obtaining injuries or getting sick while in the lab or in the field.	Require students to show working knowledge of safety standards. Have safety standards posted in a common area or near the	Program begins Fall 2024	Program begins Fall 2024

The Plumbing Program will implement safety procedures and standards that all students will have to abide by while utilizing tools, equipment, or any hands on training.		equipment itself. Emphasize safety and monitor students to ensure standards are being upheld. Posting of safety standards and participation in required safety review assignment.		
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Improvements: Program begins Fall 2024

Process Operating Technology

Prepare students to enter a process operating career with the necessary student learning outcomes expected of an entry level operator.	As a foundational course in the program, PTAC 1408 (Safety, Health and Environment I) provides an overview of safety, health, and environmental issues in the performance of all job tasks in process industries.	Students will be offered additional instruction to ensure that these critical SLO's are mastered, and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written examinations. 70% of students will successfully (C or better) write a safety procedure for an assigned duty during PTAC 1408.	97% of students completed PTAC 1408 with a grade of C or higher. Students completed a hazard assessment for fueling a lawn mower, identifying hazards, as is required in writing a procedure.	There were three grades of C or lower. Those grades will be analyzed to determine root causes for the lower grades. Expand the final project to include writing a procedure. With the new H.O.T. 3 unit, the final project will be oriented to that unit rather than using a lawn mower. FY25 Target raised to 85%
Prepare students to enter a process operating career with the necessary student learning outcomes expected of an entry level operator.	Upon completing the capstone course, PTAC 2446, students will demonstrate their mastery in applied process technology knowledge and skills.	Students will be offered additional instruction to ensure that these critical SLO's are mastered, and learning will be measured using weekly reviews, discussions, and pop quizzes prior to written examinations.	100% of students completed PTAC 2446 with a grade of C or higher.	Results of testing will be analyzed for areas to be further emphasized. New equipment, the H.O.T. 3 unit, will be used for demonstrating

		70% of students will successfully ("C" or better) complete the included material associated with equipment, systems, and instrumentation on the operation of an entire unit incorporated in our capstone course, PTAC 2446.		procedures and operating the equipment. FY25 Target raised to 85%
Experiential Learning Procedures Development	Millions of dollars' worth of new training equipment will be of little value if we do not develop high quality procedures for hands-on activities.	The Process Technology Division will develop one lesson plan per course each semester. Percentage of instructors who developed a lesson plan according to the provided template and uploaded it into the Experiential Learning Teams Folder.	Lesson plans are being developed. A system is being developed to catalog them involving a shared drive.	A template was not developed, but lesson plans were developed. A template will be developed, and the lesson plans will be written using the template.
Upon completing PTAC 2446 (Capstone course) students will demonstrate their mastery in applied process technology knowledge and skills by taking the Process Technology Chemical/Refining Exam (PTEX-CR).	The Process Technology Chemical/Refining Exam (PTEX-CR). This exam is widely used among colleges as a standard for applied process technology knowledge. Students will have access to complete the PTEX-CR at the LSCO testing center near the end of the semester in which they are completing the capstone course, PTAC 2438. The exam cost is paid by students' lab fees, so students will not be required to pay out of their pocket to test.	As a composite assessment over PTEC courses, the exam can be used to measure aptitude in common knowledge areas both at the individual and aggregate levels. Faculty will use the PTEX-CR Blueprint as a study guide to prepare students to learn what the exam targets. The LSCO testing center will report back the total number of LSC-O students attempting and passing the Process Technology Chemical/Refining Exam (PTEX-CR) in a	Of 46 students taking the PTEX-CR exam in spring 2024, including 17 dual credit students, 14 (30%) equaled or exceeded the national average of 59.7. The average score for dual credit students was 45.5, and the average for non-dual credit students was 53.4. The overall average was	These subject area results are being evaluated to determine areas where additional emphasis is needed.

		given year.	50.5.	
		The subject areas covered in the test include:		
		Control Separation Systems Chemical Materials Handling and Storage Heat Exchange Systems Reaction Systems Separation Systems Utility Systems Waste Treatment/ Destruction Systems Maintenance of Safe & Healthy Work Environment Troubleshooting Abnormal Processes & Equipment Malfunctions		

Improvements:

Added a new PLO#1 in FY25: Process Operations students will demonstrate proficiency in operating & troubleshooting common process equipment and systems in Process Technology III Operations (PTAC 2438) course as required by WECM.

Students successfully completed PTAC 1408 with 97% receiving a grade C or better. The students were able to identify hazards using a hazard assessment procedure. The assignment will be improved to include writing the procedure, and the assignment will be made more relevant by using the recently purchased H.O.T. 3 unit. All students in the capstone class took the PTEX-CR standardized examination. Of the 46 students taking the exam, , including 17 dual credit students, 14 (30%) equaled or exceeded the national average of 59.7. The average score for dual credit students was 45.5, and the average for non-dual credit students was 53.4. The overall average was 50.5. The component results are being analyzed to determine where more emphasis in the program should be made. More emphasis on hands-on activities was made, and more were completed. A lesson plan template will be adopted, the activities will be written using the template, and they will be stored on a shared, accessible drive for use by the instructors.

FY25 Targets for SLO1 and SLO2 have been raised to 85%; PLO1 and PLO2 FY25 Targets will remain at 100% and 70% respectively.

Safety, Health and Environment

Students will successfully demonstrate mastery of student learning outcomes in the OSHA Regulations (OSHT 2401) course as	The Safety, Health, and Environment program is designed to develop basic skills in various specialized courses to prepare students for entry-level positions in the petrochemical industry.	Minimum standards for attendance, punctuality, attentiveness, professional dress, and equipment will always be consistently	100% of students who took the test scored "C" or better; therefore, the goal was met.	The program director will continue with strategies in place. Some students did not take the test and therefore scored a 0. Results are
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required by the Texas Workforce Education Course Manual (WECM)	This course teaches students to identify and apply Occupational Safety and Health Administration (OSHA) regulations pertinent to general industry.	enforced. Monitor student grades as semester progresses and provide opportunity for additional practice on difficult concepts. 70% of students enrolled in OSH 2401 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Comprehensive Final Exam: 1) Students will be able to identify regulations which apply to general industry and demonstrate proficiency in retrieving specific information from Title 29 Code of Federal Regulations Part 1910 & 1926 respectively. 2) Students will be able to proficiently use the OSHA website as a tool for learning and research.		based on students who took the required exam. FY25 Target raised to 85%
Students will successfully demonstrate mastery of student learning outcomes in the Principles of Industrial Hygiene (EPCT 1341) course as required by the Texas Workforce Education Course Manual (WECM)	The Safety, Health, and Environment program is designed to develop basic skills in various specialized courses to prepare students for entry-level positions in the petrochemical industry. This course teaches students to apply the concepts in threshold limits, dose response, and general recognition	Minimum standards for attendance, punctuality, attentiveness, professional dress, and equipment will be consistently enforced at all times. Monitor student grades as	100% of students who took the exam scored "C" or above in the course; therefore, the goal was met.	The program director will continue with strategies in place. Some students did not take the test and therefore scored a 0. Results are based on students who took the required exam.

	of occupational hazards, including sampling statistics, calibration, and equipment use. A study of the control of occupational hazards and sample collection and evaluation methods.	semester progresses and provide opportunity for additional practice on difficult concepts. 70% of students enrolled in EPCT 1341 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Comprehensive Final Exam: 1) Identify major health hazards found in the workplace and discuss their effects; 2) Apply threshold limit values and other appropriate workplace exposure standards; 3) Prepare a report based on research and investigation of an area of industrial hygiene.		FY25 Target raised to 85%
Safety, Health, and Environment program graduating students will participate in an internship as part of their Capstone course (EPCT 2489)	EPCT 2489 is a work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.	The Technical Studies Division will develop a catalog of Experiential Learning Experience lesson plans that can be accessed and used across subjects. The Safety, Health, and Environmental Division will develop one lesson plan per course each semester.	100% of students completed the course with grade "C" or above; therefore, the goal was met.	Students are required to do a research paper for a major grade in this course. The program director plans to continue with current strategies and monitor changes in student success. FY25 Target raised to 85%

		70% of Safety, Health, and Environment program participating in an internship as part of their Capstone course (EPCT 2489) experience will demonstrate the ability to apply specialized occupational theory, skills and concepts as measured by the learning plan developed by the college and the employer.		
Graduating Safety, Health, and Environment program students will obtain the necessary licensure to operate in their field.	Passing the OSHA 30 exam will allow the students to enter the workforce in a timely manner and become working professionals.	Students will form out-of-class study groups to review and study for OSHA 30 exam. Provide access to the OSHA 30 Exam Practice Test to help prepare students to pass on their first attempt. 70% of students receiving a Safety, Health, and Environment AAS or Certificate will pass the OSHA 30 exam. Exam results provided by the LSC-O Testing Center.	Staff and faculty will evaluate the curriculum option for students receiving the SHE AAS or certificate to take OSHT 2401 and take/pass the OSHA 30 exam; this goal was not measurable; therefore, not met.	This goal needs to be reassessed in the future due to it being an optional path in the program. The program director plans to re-evaluate the curriculum as this is a valuable certification that all students should receive upon graduating.

Improvements:

Goals 1-3 were all met and exceeded. These goals were merit-based with final grade scores. All students made a C or better in the courses to show mastery of each course. Seeing all students have completed the course, the instructors will continue to teach with the strategies they have in place. Each course builds on each other, making sure that the students understand OSHA regulations so that they can join the workforce and be knowledgeable and competent in their fields.

Goals 4 and 5 were not met. Goal 4 was not met because the OSHA 30 exam is not required to complete the program. We are currently reassessing this pathway because we see the importance of this certification to our students. Because it can increase their chance of employment we are working to reconfigure the course. Goal 5 was focused on the quality of our

facility where students get the training they need while on the campus. We were not able to implement having the tech division meet with the program director to make sure all facilities were clean, well maintained and fully functioning. We do have a new program director for this fiscal year, and they were unable to meet with a tech member to ensure all these things would happen, but we do plan on having the program director as well as the new dean of industry and manufacturing met to set the standard.

FY25 Targets for SLO1, SLO2, and PLO1 have been raised to 85%; PLO2 FY25 Target will remain at 70%.

Information Technology & Networking

Information Technology

Students will demonstrate mastery of Student Learning Outcomes in the CCNA 2 Switching, Routing and Wireless Essentials (ITCC 1344) course as outlined in the Workforce Evaluation Course Manual.	This course allows IT students to become successful in the Information Technology field by preparing them to describe the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts; provides an in-depth understanding of how routers and switches operate and are implemented in the LAN environment.	Monitor grades throughout the course; encourage students to seek help on difficult concepts. The student learning outcomes will be assessed by averaging the score of the final exam. (70% of students will pass with a "C" or higher.	90% of IT students enrolled in this course scored a "C" or better in the course. The expected outcome was met.	The Program Director will continue with current strategies and monitor progress to ensure results remain steady and/or grow. Target for FY25 will be raised to 85%.
Students will demonstrate mastery of Student Learning Outcomes in ITCC 2320 as outlined in the Workforce Evaluation Course Manual.	These outcomes closely align with the LSCO 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.	Monitor grades throughout the course; encourage students to seek help on difficult concepts. The student learning outcomes will be assessed by averaging the score of the final exam. (70% of students will pass with a "C" or higher.	70% of IT students enrolled in this course scored a "C" or better in the course. The expected outcome was met.	The program director will continue to monitor this goal as this is a capstone course in two of our IT certificates (third networking course). Target for FY25 will be raised to 75%.
The Information Technology program will provide a quality instructional program.	The Information Technology program faculty regularly meet and review the curriculum in the Information Technology program. We also meet with the Information Technology Advisory	With the help of the Information Technology Advisory Committee, the IT curriculum is reviewed on a continual basis regarding what is	The IT program is in the process of revising certificates to "stackable" certificates	Stackable certificates will allow students to "complete as they go" and earn certificates as they complete their courses The

	Committee at least once a year.	relevant to an IT graduate entering the workplace. Curriculum is revised as necessary. All courses in the program are reviewed for relevance.	therefore the curriculum was reviewed and is in the process of being revised. The goal was met.	program director will continue to pursue this revision to allow students to gain valuable knowledge for the workforce.
Graduating Information Technology students will participate in an Internship (ITSC 2387) Capstone experience that provides real world experience and adequately prepares them for the workplace.	70% of IT students will demonstrate behaviors that exhibit being willing to learn new concepts, apply learned concepts from the classroom to real-world issues, and to follow procedures as required by the employer.	Continual monitoring and communication with students regarding their internship experience and what is expected on the job. 70% of students will make an A on the internship assignment in ITSC 2387 in the Fall of 2023 and Spring of 2024.	100% of IT students completed their internship satisfactorily therefore the goal was met.	The program director will continue to monitor students progress while completing internships along with keeping an open line of communication with industry partners to ensure student success upon entering the workforce. Target for FY25 will be raised to 85%.

Improvements:

Goals 1, 2 and 4 were met or exceeded. 90% of the students pass the final with a C or better, exceeding goal 1. Goal 2 was achieved by having 70% of students in the course have passed the final exam with a C or better. This course is beneficial to the students because it is a capstone course that stimulates "real world" project. Goal 4 was exceeded by having 100% of the students complete their internship which allowed them to obtain on the job experience in their field. We will continue to keep an eye on this goal because it plays a big part in our core value of service.

Goal 3 has not been met yet. We are working on the IT program being a "stackable" program so that the students can complete as they go. It will allow students to have multiple specific certificates while working towards their main IT certification. The IT program meets regularly to improve the program and switching to a stackable program is the focus of the agenda.

FY25 Targets for SLO1 and PLO2 have been raised to 85%; SLO2 has been raised to 75%, and the PLO1 FY25 Target will remain at 100%.

Networking – CISCO
(included in Information Technology above)
Logistics & Manufacturing
Electromechanical Technology

Prepare students for the workforce as entry level	The Industrial Troubleshooting (INMT 2345) an advanced	Provide opportunities to practice and	100% of Electro-mechanical	The instructor/ Program Director was
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Electromechanical Technicians having mastered the Student Learning Outcomes in the "Industrial Troubleshooting" (INMT 2345) course as required by WECM.	study of the techniques used in troubleshooting various types of industrial equipment to include mechanical, electrical, hydraulic, and pneumatic systems and their control devices. Emphasis is placed on the use of schematics and diagrams in conjunction with proper troubleshooting procedures.	provide a variety of resources to suit all learning types. Ensure that the curriculum is up to industry standards and contains any new updates to the field. 70% of Electro-mechanical Technology students will successfully ("C" or better) demonstrate the ability to Troubleshoot hydraulic, pneumatic, electrical mechanical drive systems using schematics and diagrams as assessed by the comprehensive final exam combined with a lab practical examination.	Technology students successfully ("C" or better) demonstrated the ability to troubleshoot hydraulic, pneumatic, electrical mechanical drive systems using schematics and diagrams in INMT 2345.	replaced and the position is currently posted. The new hire will be trained to measure SLOs and track CQI by the OIRE office. The FY25 target will be raised to 85%
Prepare students for the workforce as entry level Electromechanical Technicians having mastered the Student Learning Outcomes in the "Machinery Installation" (INMT 2301) course as required by WECM.	In the "Machinery Installation" (INMT 2301) course, students utilize skills acquired in previous studies. Machinery foundation, locations, installation, and alignment activities are practiced and tested. Emphasis is on the various methods of shaft alignment including laser shaft alignment.	Provide opportunities to practice and provide a variety of resources to suit all learning types. Ensure that the curriculum is up to industry standards and contains any new updates to the field. 70% of Electro-mechanical Technology students will successfully ("C" or better) demonstrate the ability to: 70% of Electro-mechanical	100% of Electro-mechanical Technology students successfully ("C" or better) demonstrated the ability to master the student learning outcomes listed in WECM for "Machinery Installation" (INMT 2301).	The instructor/ Program Director was replaced and the position is currently posted. The new hire will be trained to measure SLOs and track CQI by the OIRE office. The FY25 target will be raised to 85%

		Technology students will successfully ("C" or better) demonstrate the ability to: 1) Perform field layouts for locating machinery; 2) Install machinery which includes leveling and securing; 3) Explain the applications of the various types of shaft couplings; and 4) Align shafts of rotating equipment using various methods as assessed by the comprehensive final exam combined with a lab practical examination.		
Prepare students for the workforce as entry level Electromechanical Technicians having mastered the SLOs in the Capstone course "Internship - Instrumentation Technician" (INTC 2488) course as required by WECM.	The "Internship - Instrumentation Technology/Technician" (INTC 2488) course is a work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.	Instructors will monitor the employer worksite and student participation & success through regular visits to ensure that the experiential learning environment aligns with the program and student learning outcomes. 70% of Electro-mechanical Technology students will successfully ("C" or better) demonstrate the ability to:	100% of Electro-mechanical Technology students successfully ("C" or better) demonstrated the ability to master the student learning outcomes listed in the site specific Learning Plan for INTC 2488.	The instructor/ Program Director was replaced and the position is currently posted. The new hire will be trained to measure SLOs and track CQI by the OIRE office. The FY25 target will be raised to 85%

		1) apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry; 2) demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. as recorded in the site specific Learning Plan.		
Experiential Learning Procedures Development and appropriate credential test	Millions of dollars' worth of new training equipment will be of little value if we do not develop high quality procedures for hands-on activities. Appropriate Certification will enhance the value of our graduates as they seek employment.	The Electro-mechanical Technology Division will develop one lesson plan per course each semester. The program will work with the new certifications coordinator to identify an appropriate credential test. Percentage of instructors who developed a lesson plan according to the provided template and uploaded it	The electro-mechanical technology instructor did not create lesson plans for using the equipment this year; therefore, the goal was not met. No credential test was identified or attempted.	The instructor/Program Director was replaced, and the position is currently posted. Will work with the new instructor to create processes for using our equipment. Will work with the new certifications coordinator to identify an appropriate

		into the Experiential Learning Teams Folder.		credential and test to avoid the lack of results in the future.
		70% of Electro-mechanical Technology students will attempt and pass an appropriate certification exam.		

Improvements:

In FY 24 there was a change in leadership and the program lost its program director, and gained a new dean. Due to this, some of the goals were unable to be implemented.

Goals 1, 2, and 3 were and this plan for excellence was met by 100% of students and **the FY25 Targets will be raised to 85% as part of our commitment to CQI.**

Goal 4 references Experiential Learning Procedures Development and Goal 5 references facility upkeep, both were unable to be implemented. This will also be emphasized to any new hire to the program. The program will work with the new certifications coordinator to identify an appropriate credential and test to avoid the lack of results in the future. Overall, the program has a lot of material and policy that need to be implemented and the program will assess these in the future to track progress on implementation.

For FY25, the program has created a new **PLO1**: Prepare students for the workforce as entry level Electromechanical Technicians having mastered the SLOs in the Capstone course "Internship - Instrumentation Technician" (INTC 2488) course as required by WECM. 85% of Electromechanical Technology Students will successfully ("C" or better) demonstrate the ability to:

- 1) apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry;
- 2) demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Logistics Management - Logistics

The purpose of the Logistics and Supply Chain Management Program is to prepare highly competent Logisticians to meet the workforce needs of the community.	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 base knowledge to build upon throughout the program.	100% of Introduction to Logistics (LMGT 1319) course students did successfully ("C" or better in the course) demonstrate mastery of the identified Student Learning	The logistics instructors will continue to focus on the language of logistics and decision-making techniques. Target for FY25 will be raised to 85%
		Assessment Measure(s): 80% of Introduction to Logistics (LMGT 1319)		

		course students will successfully ("C" or better) demonstrate mastery of the following Student Learning Outcomes: 1) Explain the terms and how they relate to the overall concept of logistics. 2) Demonstrate ability to apply decision making techniques based on time, materials, and space. As measured by the Final Exam	Outcomes; therefore, this goal was met on this online only course.	
The purpose of the Logistics and Supply Chain Management Program is to prepare highly competent Logisticians to meet the workforce needs of the community.	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 base knowledge to build upon throughout the program. Assessment Measure(s): 70% of Intro to Materials Handling (LMGT 1321) course students will successfully ("C" or better) demonstrate mastery of the following Student Learning Outcomes: 1) Explain the various topic terms and how they relate to the overall concept of materials management; 2) apply	50% of Intro to Materials Handling (LMGT 1321) course students did successfully ("C" or better in the course) demonstrate mastery of the identified Student Learning Outcomes; One got a B in the course and one made an F in this online only course.	The logistics instructors will continue to focus on the language of logistics, forecasting, and materials handling.

		forecasting techniques related to inventory control 3) interpret the principles of materials handling as it relates to time, form, and place utility. As measured by the Final Exam		
The Logistics Program will add one embedded certification in order for students to earn more qualifications	Allow students more opportunities in the workforce	Collaborating with the LSCO Testing Center to facilitate tests for the certifications. Using curriculum necessary to prepare students for the exams. Prerequisites, corequisites, TSI requirements, syllabi, Grade Distributions, and student learning outcomes (SLO's) were identified and reviewed. Assessment Measure(s): List of tests offered by the LSCO Testing Center to prove that the certification tests are in place.	No new certifications were added; therefore, the goal was not met.	The logistics department will need to continue to work to identify the most appropriate credentials and will revisit this goal in the future. The logistics program director will meet with the new certifications coordinator to identify the appropriate certifications.
The program will transition from an 8-week online semester to three courses taken in a 16-week face-to-face semester	Allow the program to address different learning styles and support completion of students with unique and special circumstances and non-traditional students from diverse backgrounds	Collaborate with Associate Dean of Technical Programs to get classroom space to facilitate these classes Assessment Measure(s): Compare course offerings from the previous year to the present year	The department has worked with the dean to create a schedule that meets the needs of our students and local industry partners; no changes were made	The department will continue to refine our schedules as needed to meet the needs of our faculty, staff, students, and community partners. This goal was created by a former program director and any

			therefore this goal was not met.	new logistics faculty will work with the dean to ensure the scheduling needs of the students and industry partners are met.
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Improvements:

The LSCO Logistics program is new and has room for improvement. We need to strengthen our industry partner network, identify internship opportunities, and increase awareness of opportunities. Through partnerships with the new certifications coordinator and Dean of Industry and Manufacturing Programs, the program will reassess and give more detailed results in the future and reassess where the new Program Director and Dean deem necessary for student success in FY 25.

FY25 Target for SLO1 has been raised to 85%; SLO2, PLO1, and PLO2 will remain at 70% and 100% respectively.

Maritime/Ordinary Seaman - Nautical

Students will successfully demonstrate mastery of student learning outcomes in the Introduction to Ships and Shipping (NAUT 1305) course as required by the Texas Workforce Education Course Manual (WECM)	Introduction to ships and shipping exposes students to the basic concepts of ships in the Maritime industry. It is an entry level course with concepts and basic application of skills necessary to perform commands necessary to operate a ship and ship and nomenclature	Captains will plan and implement real-world training activities. The captains have purchased equipment and supplies and have greatly increased the amount of time spent training skills. Captains are now working on making video lessons for individual skills so that students can receive instruction and practice even when away from campus. 70% of students enrolled in NAUT 1305 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Final Exam:	This class was face to face only in Spring 2024 and all students achieved a grade of 100% on their final exam so the goal was met.	This final was a combination of hands on and written. Since every student achieved a grade of 100%, the captain will continue with the curriculum and continue to monitor this outcomes for any changes. The target will be increased to 85% in FY 25.
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		1) Identify the types of vessels and careers in the transportation of goods and services; 2) define maritime terminology; 3) identify shipbuilding materials; 4) define the location of major ports, canals and waterways used by shipping; 5) Identify maritime laws and regulations relative to shipping.		
Students will successfully demonstrate mastery of student learning outcomes in the Basic Stability and Vessel Construction (NAUT 2205) course as required by the Workforce Education Course Manual (WECM)	This course provides the background knowledge for a thorough understanding of the calculations for vessel stability and trim, basic ship construction features and terminology, and principles of stability. This course aims to meet the mandatory minimum requirements for knowledge, understanding and proficiency in table A-II of STWC 1995 for the function of Navigation at the Officer in Charge of Navigational Watch on vessels of 500 or more gross	Captains will plan and implement real-world training activities. The captains have purchased equipment and supplies and have greatly increased the amount of time spent training skills. Captains are now working on making video lessons for individual skills so that students can receive instruction and practice even when away from campus. 70% of students enrolled in NAUT 2205 will successfully (grade of "C" or higher) complete the following Student Learning Outcome on their Final Exam:	This course was taught in Fall 2023 and the average grade for the final exam was 75% so the goal was achieved.	The overall course grades were A's and since the goal was met, the captains will continue incorporating hands on and written components in this course while monitoring for any drops in student success. The target will be increased to 75% with the expectation of exceeding the 75% average that was achieved during this FY.

		1) Describe fundamental principles of vessel construction; 2) Define all elements that affect vessel stability; 3) Perform basic and algebraic mathematical calculations.		
Faculty will be proficient in the simulation lab so students can gain maximum benefits from this new lab.	Our maritime simulator lab teaches students valuable hands-on skills relevant to their future work in the maritime industry.	Captains will work with our technology department to become proficient in starting up and operating the simulators. 100% of captains will be competent in the operation of the maritime simulators.	The captains trained in the simulation lab and incorporated it into their courses. All captains know how to utilize the lab proficiently so the goal was met	The captains are working on getting new monitors for the simulation lab and other equipment as necessary to make sure the lab stays up to date and is able to accommodate all of the students.
Students will earn their Transportation Worker Identification Credential (TWIC).	The Transportation Worker Identification Credential is required before students are able to move into the maritime workforce. By helping students obtain the credential, we can improve their chances of being hired.	Captains will seek funding and transportation to help students overcome the barriers to obtaining a Transportation Worker Identification Credential. 70% Percent of students will obtain a Transportation Worker Identification Credential	86% (2/14) students got their TWIC cards thanks to a local church that donated funds to help students with the cost of obtaining their card. This goal was met.	The program will continue to seek out donations for students to obtain their TWIC card and aim for every student to obtain it. The target will be increased in FY 25 to 85%.

Improvements:

All 5 goals were met or surpassed.

Goals 1 and 2 which were assessed using a final exam, were met and all students met or exceeded the base grade needed to show that they have the required knowledge to be successful in their field.

Goal 3 & 5 assessed the Captain's knowledge on the simulation labs as well as its incorporation into the curriculum. The captains became proficient in both labs and incorporated it into their curriculum.

Lastly, Goal 4 aimed to have at least 70% of students obtain a TWIC card. Only 2 out of 14 students did not obtain it and captains secured a donation from a local church so the students would not have to pay for the fee out of pocket. Overall, the Maritime Program has expanded its curriculum and hands on opportunities which aided in students earning passing grades and

becoming proficient on paper and during hands on activities. The Program will continue to assess its success to make sure student learning remains on an upward trend.

FY25 Targets for SLO1 and PLO2 have been raised to 85%; SLO2 has been raised to 75%, and the PLO1 FY25 Target will remain at 100%.

Welding Technology - Welding

Prepare students to enter the workforce with the necessary student learning outcomes of an entry level welder as taught in the "Introduction to Layout and Fabrication" (WLDG 1417) course as required by WECM.	The SLO's chosen are essential parts of every workday in the welding industry. Selecting the correct amperage settings ensures proper penetration, bead formation, and overall weld integrity.	Provide opportunities to practice and provide a variety of resources to suit all learning types. Ensure that the curriculum is up to industry standards and contains any new updates to the field. 70% Students taking WLDG 1428 Introduction to Shielded Metal Arc Welding will pass the final exam with a grade of "C" or higher.	100% of students achieved a grade of "C" or better therefore the goal was met. This course contained only Dual Credit students This goal was met.	We have replaced the welding PD with a fabricator PD and expect this to improve significantly this year. Program has been restructured to include the fabrication skills demanded by our industry partners. Due to the restructuring, the OIRE office supplied the assessment data as the faculty member was not available to complete this year's IEUP. Academic & Administrative support has been implemented to ensure timely completion of IEUP's in the future. FY25 Target raised to 85%
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Prepare students to enter the workforce with the student learning outcomes expected of an entry level welder as taught in the "Intermediate Welding" (WLDG 2413) course as required by WECM.	Analyzing situations and making decisions based off current conditions is essential in any workplace and will allow future welders to ensure maximum quality in safety on the job site. Utilizing multiple welding processes also allows students to weld in various situations using various metal pieces.	Provide hands on practice utilizing various types of grooves and techniques. Include practice in curriculum to ensure every student can become efficient in their trade. 70% Students taking WLDG 2413 Intermediate Welding using Multiple Processes must successfully complete T-plate and V-groove welds using the GMAW and FCAW welding processes in multiple positions and must successfully complete T-Plate Welds in multiple positions using the GTAW process to industry standards (AWS, ASME Code). This SLO will be assessed through the final course grade.	100% of students achieved a course grade of "C" or higher. This course was F2F only. This goal was met.	The program has been restructured and will continue with current strategies while tracking new goals to ensure student success in all areas. Due to the restructuring, the OIRE office supplied the assessment data as the faculty member was not available to complete this year's IEUP. Academic & Administrative support has been implemented to ensure timely completion of IEUP's in the future. FY25 Target raised to 85%
Experiential Learning Procedures Development will be implemented so students will have access to more hands-on activities.	Millions of dollars' worth of new training equipment will be of little value if we do not develop high quality procedures for hands-on activities.	The Welding/Fabrication Division will develop one lesson plan per course each semester. Percentage (100%) of instructors who developed a lesson plan according to the provided template and uploaded it into the	This was unable to be implemented; therefore, the goal was not met.	The program director was replaced, and the new program director will provide lesson plans according to the template provided in the Experiential Learning Teams Folder. Due to the restructuring, Academic & Administrative

		Experiential Learning Teams Folder.		support has been implemented to ensure timely completion of IEUP's in the future.
Students will successfully complete an AMSE Welding Certification for a 6G pipe weld.	The American Society of Mechanical Engineers (ASME) sets standards and codes that are used in the welding industry. They are regarded as of the highest quality and safety, so students waving to their standards will show they are qualified in their field and up to date on current industry standards. This makes them more marketable and desirable in their field.	Provide students with hands-on practice. Review standards with students. Include ASME standards in the curriculum. 70% of welding graduates will successfully complete a 5-G or 6-G weld to ASME standards and receive their pipe certification. 1) 70% of welding graduates that complete 5-G or 6-G weld to ASME standards. 2) Percent of students that receive their pipe certification.	Students completing the program have not demonstrated the ability to weld in these positions; therefore, the goal was not met.	The program and its expectations have been restructured to improve students' learning experience.

Improvements:

The welding program met two out of five goals. The first two were merit based and were both achieved with 70% of students achieving a grade of "C" or higher in each respective course. The third goal was a curriculum-based goal that was set to implement lesson plans that incorporated new training equipment. This goal was unable to be implemented since the program director was replaced. Goal 4 was a skill-based goal, and students were not able to successfully demonstrate a 5-G or 6-G weld. The last goal was also unable to be measured due to the change in leadership. A comprehensive test was not identified so the program will work with the new director and the certifications coordinator to determine an adequate final exam or certification test. Overall, with the change in leadership, two goals were unable to be implemented/measured. Two goals were met, and one was not met. The new program director will work with the Office of Institutional Research and Development to go over previous unit plans to determine an appropriate direction for the program.

A new PLO1 has been created for FY25: Prepare students to enter the workforce with the student learning outcomes expected of an entry level welder as taught in the "Advanced Layout and Fabrication" (WLDG 2435) course as required by WECM. 70% Students taking WLDG 2435 Advanced Layout and Fabrication will:

- 1) Demonstrate various techniques of fabrication; design welding projects;
 - 2) Prepare drawings;
 - 3) Produce templates;
 - 4) Demonstrate layout offsets;
 - 5) Apply mathematical concepts in the construction of projects.
- These SLOs will be assessed through the final course project.

FY25 Targets for SLO1 and SLO2 have been raised to 85%; the PLO2 FY25 Target will remain at 70%.

HVAC Program begins Fall 2024, SACSCOC Substantive Change Approved October 27, 2023

HVAC students will demonstrate the ability to perform the charging of a system correctly in the heating and cooling modes.	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	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	Program begins Fall 2024	Program begins Fall 2024
Students have the required knowledge and skills to earn a certificate of completion (Basic or Intermediate) or Associates of Applied Science degree.	The heating, ventilation, air conditioning and refrigeration program prepares the student for a technical service career in residential or light commercial / industrial environmental systems.	LSCO 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	Program begins Fall 2024	Program begins Fall 2024

		reported on the THECB Institutional Effectiveness Report. 70% of students will successfully complete the National Center for Construction Education & Research (NCCER) Heating, Ventilation, and Air Conditioning certifications upon 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 LSCO 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.	Program begins Fall 2024	Program begins Fall 2024
Improvements: Program begins Fall 2024				

In conclusion, Lamar State College - Orange (LSC-O) identifies expected Student Learning Outcomes (SLOs), 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.

Evidence

- [1]  [New \(FY24\) - Program Unit Plan \(8.2a\) Template Rev. 2-2024](#) Page 2
- [2]  [CURRENT \(FY25\) Program Unit Plan \(8.2a\) Template Rev. 6-2024](#) Page 2
- [3]  [Guidelines for Instructional Programs in Workforce Education \(GIPWE\) \(Verification of Workplace Competencies\)](#) Page 15
- [4]  [ACGM Spring 2021](#)
- [5]  [Workforce Education Course Manual \(WECM\) Website and Course Listing](#)
- [6]  [www2-lsco-edu-syllabi-spring-2024](#)
- [7]  [FY 24 Court Reporting Unit Plan \(8.2a\) COMPLETED \(SLO red box\)](#) Page 2
- [8]  [www2-lsco-edu-syllabi-Spring-2024-Smith-Cristy-CRTR-1406-80-Machine-Shorthand-II-Syllabus](#)
- [9]  [thecb-wecm-crtr-1406](#)
- [10]  [FY 24 Dental Assisting Unit Plan \(8.2a\) COMPLETED \(SLO red box\)](#) Page 2
- [11]  [www2-lsco-edu-syllabi-Spring-2024-DeMontmollin-Stacy-DNTA-1315-21S-Chairside-Assisting-Syllabus](#)
- [12]  [thecb-wecm-dnta-1315](#)
- [13]  [FY 24 Liberal Arts Unit Plan \(8.2a\) COMPLETED \(SLO red box\)](#) Page 2
- [14]  [www2-lsco-edu-syllabi-Spring-2024-Owens-Eric-HIST-1302-01E-U-S-History-II-Syllabus](#)
- [15]  [thecb-acgm-hist-1302](#)
- [16]  [FY 24 Information Technology Unit Plan \(8.2a\) COMPLETED \(SLO red box\)](#) Page 2
- [17]  [www2-lsco-edu-syllabi-Spring-2024-Dotson-Diane-ITCC-1344-60F-CCNA-2-Switch-Rout-Wireless-Syllabus](#)
- [18]  [thecb-wecm-itcc-1344](#)
- [19]  [FY 24 Maritime Unit Plan \(8.2a\) COMPLETED \(SLO red box\)](#) Page 2
- [20]  [www2-lsco-edu-syllabi-Spring-2024-Risinger-Bacil-NAUT-1305-60F-Intro-to-Ships-and-Shipping-Syllabus](#)
- [21]  [thecb-wecm-naut-1305](#)
- [22]  [FY 24 Real Estate Unit Plan \(8.2a\) COMPLETED \(SLO Red Box\)](#) Page 2

- [23]  [www2-lsco-edu-syllabi-Spring-2024-Morian-Martha-RELE-1301-80F-Principles-of-Real-Estate-I-Syllabus](#)
- [24]  [theeb-wecm-rele-1301](#)
- [25]  [LSCO Executive Division FY24 Org Chart \(as of 08-31-2024\)](#)
- [26]  [FY 24 Teacher Preparation Unit Plan \(8.2a\) COMPLETED](#)
- [27]  [FY 25 Teacher Prep Unit Plan \(8.2a\)](#)
- [28]  [FY 24 Business Unit Plan \(8.2a\) COMPLETED](#)
- [29]  [FY 25 Business Unit Plan \(8.2a\)](#)
- [30]  [FY 24 Communications Unit Plan \(8.2a\) COMPLETED](#)
- [31]  [FY 25 Communications Unit Plan \(8.2a\)](#)
- [32]  [FY 24 Criminal Justice Unit Plan \(8.2a\) COMPLETED](#)
- [33]  [FY 25 Criminal Justice Unit Plan](#)
- [34]  [FY 24 Liberal Arts Unit Plan \(8.2a\) COMPLETED](#)
- [35]  [FY 25 Liberal Arts Unit Plan \(8.2a\)](#)
- [36]  [FY 24 Sociology Unit Plan \(8.2a\) COMPLETED](#)
- [37]  [FY 25 Sociology Unit Plan \(8.2a\)](#)
- [38]  [FY 24 Computer Science Unit Plan \(8.2a\)](#)
- [39]  [FY 25 Computer Science Unit Plan \(8.2a\)](#)
- [40]  [FY 24 Science Unit Plan \(8.2a\) COMPLETED](#)
- [41]  [FY 25 Science Unit Plan \(8.2a\) dpm](#)
- [42]  [FY 24 Dental Assisting Unit Plan \(8.2a\) COMPLETED](#)
- [43]  [FY 25 Dental Assisting Unit Plan \(8.2a\)](#)
- [44]  [FY 24 EMT Unit Plan \(8.2a\) COMPLETED](#)
- [45]  [FY 25 EMT Unit Plan \(8.2a\)](#)

- [46]  [FY 24 Massage Therapy Unit Plan \(8.2a\)](#)
- [47]  [FY 25 Massage Therapy Unit Plan \(8.2a\) dpm](#)
- [48]  [FY 24 Medical Assisting Unit Plan \(8.2a\) revised dpm](#)
- [49]  [FY 25 Medical Assisting Unit Plan \(8.2a\)](#)
- [50]  [FY 24 Pharmacy Technology Program Unit Plan \(8.2a\) COMPLETED](#)
- [51]  [FY 25 Pharmacy Technology Program Unit Plan \(8.2a\) dpm](#)
- [52]  [FY 24 RN Transistional Program Unit Plan \(8.2a\) COMPLETED](#)
- [53]  [FY 25 RN Transistional Unit Plan \(8.2a\)](#)
- [54]  [FY 24 Vocational Nursing Unit Plan \(8.2a\) COMPLETED](#)
- [55]  [FY 25 Vocational Nursing Unit Plan \(8.2a\)](#)
- [56]  [FY 25 ADN Unit Plan \(8.2a\)](#)
- [57]  [FY 24 Construction Management Unit Plan \(8.2a\) COMPLETED](#)
- [58]  [FY 25 Construction Management Unit Plan \(8.2a\)](#)
- [59]  [FY 24 Cosmetology Unit Plan \(8.2a\) COMPLETED](#)
- [60]  [FY 25 Cosmetology Unit Plan \(8.2a\)](#)
- [61]  [FY 24 Real Estate Unit Plan \(8.2a\) COMPLETED](#)
- [62]  [FY 25 Real Estate Unit Plan \(8.2a\)](#)
- [63]  [FY 25 Building Construction Technology 8.2a](#)
- [64]  [FY 24 Court Reporting Unit Plan \(8.2a\) COMPLETED](#)
- [65]  [FY 25 Court Reporting Unit Plan \(8.2a\)](#)
- [66]  [FY 25 Automotive Technology Unit Plan \(8.2a\)](#)
- [67]  [FY 24 Instrumentation Unit Plan \(8.2a\) COMPLETED](#)
- [68]  [FY 25 Instrumentation Unit Plan \(8.2a\) dpm](#)

- [69]  [FY 25 Plumbing Unit Plan \(8.2a\)](#)
- [70]  [FY 24 Process Tech Unit Plan \(8.2a\) COMPLETED](#)
- [71]  [FY 25 Process Technology Unit Plan \(8.2a\)](#)
- [72]  [FY 24 Safety, Health, and Environment Unit Plan \(8.2a\)](#)
- [73]  [FY 25 Safety, Health, and Environment Unit Plan \(8.2a\) dpm](#)
- [74]  [FY 24 Information Technology Unit Plan \(8.2a\) COMPLETED](#)
- [75]  [FY 25 Information Technology Unit Plan \(8.2a\)](#)
- [76]  [FY 24 Electromechanical Unit Plan \(8.2a\) COMPLETED](#)
- [77]  [FY 25 Electromechanical Unit Plan \(8.2a\) dpm](#)
- [78]  [FY 24 Logistics Program Unit Plan \(8.2a\) COMPLETED](#)
- [79]  [FY 25 Logistics Unit Plan \(8.2a\) dpm](#)
- [80]  [FY 24 Maritime Unit Plan \(8.2a\) COMPLETED](#)
- [81]  [FY 25 Maritime Unit Plan \(8.2a\) dpm](#)
- [82]  [FY 24 Welding Unit Plan \(8.2a\) COMPLETED](#)
- [83]  [FY 25 Welding Unit Plan \(8.2a\)](#)
- [84]  [FY 25 HVAC Program Unit Plan \(8.2a\)](#)
- [85]  [8.2.a Revised Matrix 2023-24 Assessment Report with Improvement Row](#)